

# The Social Studies

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# The Social Studies

*Continuing The Historical Outlook*

VOLUME XXXII, NUMBER 5

MAY, 1941

## Readjustment for Tomorrow's World

H. H. HOYT

*Austin High School, Austin, Texas*

In all so-called civilized countries, technology has come to be generally considered a necessary attribute to civilization. But there are many thinkers who, in a world as at present organized, couple scientific progress with war which has flourished since the era of the cave men. Professor Eugene Staley, in his book *World Economy in Transition*, published and sponsored by the Council on Foreign Relations, says:

The world must rid itself of the menace of war or of modern industrial technology. The two do not fit together. The same technology that makes economic progress possible also makes war totalitarian, and in an era of totalitarian war the mere threat of war sets a dry-rot going that if it proceeds far enough, changes the whole character of the economic system from welfare economy to power [or war] economy.

. . . It is no overstatement, but a sober weighing of the forces at work, to say that within the near future the world must take a decisive turn either toward a type of world organization able to make war only an occasional local problem or toward a period of chaos and disintegration during which scientific technology, having proved too potent for man's use, will eventually be smothered in a new Dark Ages.

What is especially disturbing in this analysis is the assumption that war in its most extreme form (totalitarian) is mothered by the same technology that makes

economic progress possible; and that doing teamwork, scientific progress and totalitarian war mean the black-out of civilization. War is now rampant in the world and the United States is the chief neutral. Whatever the responsibility of the United States for this international conflict might have been, our chief concern should now be directed toward the preservation of civilization in the world.

The economic interdependence among nations was strikingly shown by the fact that the financial crisis which started with the failure of the Bank of Austria culminated in the worst depression that the United States has ever had. It goes back to 1929 and has so redirected our thinking that we are being forced to concede that the "old pattern of life can lead only to poverty, insecurity, blight, and bankruptcy."<sup>1</sup> There is an inherent unity of mankind which nationalism, propagated through perverted history, blatantly ignores. We have come to an age when from the material, as from the moral and mental point of view, the circulation of life throughout the body of mankind is as intense as the circulation of life throughout the human body.

There must be a feeling of individual economic and social security for all of the people of all countries before any country can be safe from racial nationalism and patriotic jingoism. Frank Gannett, newspaper publisher of Rochester, New York, in explaining

<sup>1</sup> Lewis Mumford, "Social Purposes and New Plans," *Survey Graphic* (February, 1940), p. 119.

European dictatorships, said, that "when people are hungry, they don't consider Constitutions, liberties, or freedom. They are willing to sacrifice their liberty for a mess of pottage."<sup>2</sup> Consequently America must meet the crucial issues of maintaining democracy, of increasing popular confidence in the value and efficacy of self-government.

Much yet awaits to be accomplished before every person shall have the inalienable rights spoken of in the Declaration of Independence: "We hold these truths to be self-evident: That all men are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men. . . ." Standing as a token of frustration has been the position of preeminence allowed to a power or war economy over a welfare economy; a failure to put first things first.

H. G. Wells, British author, has said many times that whatever else results in England, from the present war, the extension of social democracy is certain to be one outcome. This opinion seems to be generally confirmed by a large number of other writers on public policy. If social democracy, in the United States, cannot be made more comprehensive without war, it is not easy to see how civilization can be preserved, with the rest of the world at war.

Of course, the United States must confront the actual happenings in the world as they unfortunately are. This will demand as a consequence the disbursement of vast sums of money for armament and will no doubt check the progression of events tending toward a better society. But the price will not be too great if by its payment we can achieve security for a democracy which will guarantee to every individual the pursuit of real happiness.

Still the price that American citizens would have to pay for a war would be stupendous. Truth would be the first casualty and there would be no immediate assurance of a complete registration of public opinion through which the greatest good to the greatest number might be finally secured. In a free government we arrive at the truth through trial and error and finally trial and success. So in a social democracy violence naturally has no function and the office relinquished by violence must be taken over by education.

Education of the really authentic species will revamp our social structure in such a way as to put the main decisions on basic economic and political questions into the hands of the people. It is only in this way that our democratic system can be made to meet the needs of modern life and because of its position the United States has a moral responsibility to prove to the world that this is possible; a case of *noblesse oblige*.

<sup>2</sup> *Austin American*, March 15, 1936.

Undoubtedly re-education is indispensable to any nation that has allowed totalitarian war to result from the same technology that has made economic progress possible. Education must stress the acquisition of cultural technics rather than be placed upon an exclusively biological basis—the law of the survival of the fittest. As Charles A. Beard has said, the acquisition of knowledge is not enough, but there must be developed a humane spirit in order to move the barriers which are athwart the hopes of humanity.<sup>3</sup>

Representative Clifton Woodrum of Virginia has remarked: "Any defense program for America that rests entirely on military preparations and contents itself that it has preserved democracy by that, will awaken one day to the sad realization that it has overlooked the front line trenches—I mean the economic problem."<sup>4</sup> James Harvey Robinson stated that our technology is necessary for the very existence of ninety per cent of us, much less enabling us to maintain a decent standard of living. All of those who touch the problem of delinquency in any way are practically in common agreement that the most basic cause is economic deficiency. Is it too much to say that if we had an economic system which acted as a surety for recompense to the deserving in agreement with their aptitudes that we would be able to consign most of our personal problems to the alienist?

Lewis Mumford says that the desire for a better civilization has always worked like a ferment in American life. Each generation rediscovers it, restates it, revalues it, and takes further steps toward achieving it. He points out that the whole of the structure of our economic life in the Industrial Revolution has been characterized by the three-fold expansion of territory, industrial equipment, and population in which profits, not human need, were incentives for production.

Mumford believes that these facts indicate the need for rational economic action. "We are now about to enter a period of maturity, where the problem is to maintain a dynamic equilibrium, as in the human body. Mere physical growth can no longer be our main activity. We can no longer expand physically by adding to our area. We must expand vertically, by cultivating our resources better. We can no longer expand industrially by creating wholesale our new physical equipment: we must reorganize our productive mechanism for the purpose of using it more continuously, more intensively, above all, more purposefully. We can no longer add to our market just by increasing our numbers; we must add to it by increasing the standard of living for a relatively fixed population."<sup>5</sup>

He believes that economic enterprise cannot go for-

<sup>3</sup> *National Parent-Teacher* (August-September, 1939), p. 26.

<sup>4</sup> *Austin American*, November 10, 1940.

<sup>5</sup> Lewis Mumford, "Social Purposes and New Plans," *Survey Graphic* (February, 1940), p. 120.



ward, driven by its past motives, without destroying civilization through war, impoverishment, and chaos. Nor can our productive mechanism go backward without destroying itself, "by forfeiting the economies, the rationalizations, the ordered methods of work, and the large scale collective direction of men that it was the glory of Capitalism to have created."<sup>6</sup>

Redistribution of wealth in this era of welfare economy will not be mainly a mere rise in money wages, and incomes looking forward to a wider distribution of purchasing power as giving a stimulus to production, followed by increased dividends. Through our municipal, state, and national budgets many non-profit making activities absorb an ever greater share of our capital investment. On a scale undreamed of fifteen years ago, the wiping out of slums, the rebuilding of blighted areas, and the provision of publicly supported housing for the lower income groups has already taken place. "The change to a stable economy, in other words, means a change from purely quantitative standards, sanctioned by profit, to qualitative standards, sanctioned by human welfare."

We must replace spending standards with living standards in order to give dignity and meaning to the arts of life. We need to spend less for candies and chewing gum and more for vegetables; our enormous expenditures for cosmetics must be balanced against a serious lack of health and beauty among the underpaid and undernourished millions. That the poorer workers possess a motor car, but not a decent house over their heads or a garden to cultivate or a place for their little children to play is in part due to a deliberate educational campaign by machine industry to persuade the people of the "economy" of cheap motor cars. In our planning with a social purpose we must awaken the dormant desire for a comely environment and the profit motive will only be residual, useful to the extent that it delivers the goods.

The consummation of a plan of the character specified would require the fulfillment of a program of great magnitude. "We have to take our socially eroded lands—our run-down factory districts, our blighted urban area, our over-expanded metropolises—and turn them into culturally productive communities; repairing with public funds what is good, rebuilding what is bad." All of this would make demands for changes in our habits and laws, in our methods of planning and administration, in our criteria for sound investment of capital, and in our expectations of results and returns. In a period of stable economy-investors will have to seek security rather than a high return and where this security is guaranteed by the community as a whole, the charge for money must dwindle steadily. This means further that the surplus

of industry will go into raising the level of the workers' incomes rather than maintaining dividends. All of these changes involve a steady redistribution of the national income: not alone between rich and poor groups, but between rich and poor parts of the country. "Their promise is to make communities and regions wealthier, and to make a better life possible even for those counted in the upper eight or ten per cent."<sup>7</sup>

Above all past aims and past motives stand a new one: the cultivation of human life. Behind the physical forms is a fresh set of social purposes—the desire not for mere survival, but for a robust and energetic life, not for purely material prosperity but for a vivid emotional and cultural existence. "If we are to remodel our slums in anticipation of the needs of the next three generations, not just our own, the safest motto the administrator can take is this: the poor will not always be with us. What we do now, we must do right."

In concluding Louis Mumford's remarks, it is well to point out that he believes our civilization faces two dangers: "One of them is that the ruling classes, mistaking stability for defeat, will attempt to refortify their position by a program of expansion. This can take place only through class aggression, dictatorship, and war, events that will unseat those at present in power more tragically than will a steady curtailment of profits and dividends. The other possible danger is that, out of timidity and lack of imagination, we shall let our new activities crystallize in an obsolete pattern, conditioned by the mistakes of the past rather than the promise of the future."<sup>8</sup>

This paper has been conceived in the interest of some sort of readjustment for tomorrow's world, for tomorrow's citizens. In devoting attention to the problem I have found that it is primarily economic and that the best interests of our boys and girls are reciprocal with the best interests of the family as a whole, of which they are a part. It does not take a person versed in the various literary or scientific attainments to ascertain the nature of our perplexity; we all know what the indications are. Our greatest uncertainty stands in relation to whether we shall have the will to pay the price.

So it was with the idea of obviating the embarrassing futility of mere discussion that I decided from the outset to show that it is possible to lay down a pattern for a durable culture if we understand our present situation and do not seek to live sentimentally in the past. We are now at the proper place to manifest the fashion by which the education of tomorrow's citizens answers the requirements of our cultural pattern.

The most fundamental educational need as pointed out by Dr. Floyd W. Reeves, director of the American Youth Commission, is the necessity for equalizing

<sup>6</sup> *Ibid.*, p. 119.

<sup>7</sup> *Ibid.*, p. 128.

<sup>8</sup> *Ibid.*, p. 130.

educational opportunity. He says that this could be done, first, by the amalgamation of small school districts from the 120,000 which we now have to a few thousand at most. Second, by the increase of aid by some states to local school districts, and in others by distribution of their present state aid funds in a manner much more nearly designed to reduce educational inequalities. Third, by federal aid to the states for educational purposes, safeguarded against federal interference. This recommendation, Dr. Reeves pointed out, was made in view of the marked inequality in tax resources among the several states. In general, he continued, the agricultural states have great difficulty in providing sufficient financial support for education.<sup>9</sup>

Of course, geographical distribution of wealth is here premised; the justice of this is based upon the mutual interests of all of the members of the federal union. Such an apportionment of our national wealth will help to rehabilitate those sections that are without peculiar advantage in their freedom to educate, acquire and possess property and otherwise engage in the pursuit of happiness. There will be less aimless wandering of the populace and not so much exploitation, either of human beings or natural resources. Those regions that have been considered the most favored will then have to suffer less of their riches to be used to adjust the children of ill fortune to their new environment. The cost of crime and relief will be no small part of the expenses of the adjustment process; money spent for formal education will not be a minor factor but may be small compared to other items in the bill.

Benjamin Franklin's admonition to the American leaders in Revolutionary days could be well applied here. We must either hang together or we'll hang separately. We have no lack of technical information relative to the course that we should take to render our educational system adequate to the exigencies of human affairs. Our greatest clearing house of collective wisdom is the Office of Education in the Department of the Interior, whose Committee on Youth Problems has given invaluable aid. The Office has published in regard to youth problems such pamphlets as: *How Communities Can Help*, *Leisure for Living*, *Education for Those Out of School*, *Vocational Guidance for Those Out of School*, *Employment Opportunities*, *Health Protection*, and *Community Surveys*. The Human Relations Commission of the Progressive Education Association, and the American Youth Commission of the American Council on Education have also furnished inestimable support in procuring essential factual material.

We know that there should be a closer school-to-job relationship for every boy and girl by providing vocational guidance and placement in all schools. We realize that the United States cannot build a valuable

educational system without the coöperation of business and professional people who are acquainted with the qualifications necessary for a young person to find a job. How would it do to make a nation-wide test of the vocational adoption policy which has been used with much success by orphanages? The place made for the self-dependent is apart from the concern's regular personnel. Otherwise the transaction would entail an injustice—taking from Peter and giving to Paul. Dr. Warsaw, executive director of Vocational Adoption, Inc., thinks that youth can afford a year or so of experimentation provided it is purposeful and under careful supervision.<sup>10</sup>

We believe that if our democratic institutions are to survive, we must guard against the feeling of defeatism among our youth. But what are we doing to ward off that catastrophe? Since private industry has not furnished employment is it not time that we told youth that WPA has passed the emergency stage? To face the problem squarely the work must be stabilized on a basis which will engender self-respect. Lewis Mumford says: "The WPA has established the principle that if industry does not create fresh jobs, the jobless must create fresh industry."<sup>11</sup>

Still, all that we know pertinent to the deep-seated disorders of society, seems only to keep us in a state of bewilderment, and we are directed nowhere but to a "dead end." A study of youth still reveals a disheartening picture of widespread unemployment, low wages and misdirected vocational training in the schools. It is difficult to get the latest figures, but during the latter part of 1937, according to Dr. Homer P. Rainey, then chairman of the American Youth Commission, there were 4,000,000 youths between the ages of sixteen and twenty-four out of school and unemployed. Youth constitute a third of the unemployed and forty per cent of employable youth have been unable to find work. The most favored class of youth, those between sixteen and twenty-four years of age, in the city receive a median wage in the neighborhood of \$15 a week. The proportion of youth who work without wages is surprisingly large.

One-eighth of first admissions to State hospitals alone in 1933 were between the ages of fifteen and twenty-four. The farms today have 2,000,000 more youth than are needed to grow the commercial agricultural products. The depression forced some one and a half million young people, who normally could have been married, to postpone this step. Negro youth at present face the future with heavy and at least partially unjust and indefensible handicaps: economic underprivilege, inferior educational opportunities, disproportionate health hazards.<sup>12</sup>

There are at least 1,500,000 able bodied children

<sup>10</sup> *Ibid.*, December 9, 1939.

<sup>11</sup> Lewis Mumford, "Social Purposes and Plans," *Survey Graphic* (February, 1940), p. 119.

<sup>12</sup> *New York Times*, October 31, 1937.

<sup>9</sup> *New York Times*, June 17, 1939.

in this country of elementary school age not in school. Case after case of chronic truancy has been traced to psychopathic conditions resulting from economic deficiency. The final prescription may not be punishment, but a pair of spectacles, or a tonsil operation, or a daily school lunch, or special help with reading, and aid in obtaining more considerate treatment from parents. Frequently the truant comes from a tenement home so poor and so crowded as to lack the essentials of health, order, and even decency. Those from such homes are literally children of the streets with no community play facilities to supplement lacks at home. The truant is acquitted, but society is to be blamed.<sup>13</sup>

Society will pay for the "end results" in its crime bill, the cost of which is placed between eleven and eighteen billions a year. A speaker at a conference on juvenile delinquency made a most astounding statement when he said that "if we caught every gangster and every racketeer today, and kept them in prison the rest of their lives, there would be a new crop before they were dead."<sup>14</sup> Is this a case of the weeds choking out the flowers? Certainly one would have to admit that if the hypothetical case were true, education would have been "choked" out.

Benjamin Franklin once said that it is difficult for

an empty sack to stand alone. What sociologists call "delinquency areas" we call "slums." As Eva B. Hansel says: "Slums are more than tenements. They are the only frontier the city child knows—a frontier blocked by brick walls and fire escapes, with foul air in cubic feet instead of wide open spaces; with police and truant officers forever cramping the spirit of adventure. Children born into these areas inherit the tradition of the underworld as definitely as those brought up under the classic elms of a New England College town inherit the traditions of a cultured society."<sup>15</sup>

When cultured youth begins to express its ideals they are meant for "a world that they never made" and for one that has never existed. Let us condition our promise of the future by the mistakes of the past. We must plan as boldly today, in terms of human welfare, as our predecessors did in terms of private enterprise and purely material organization. Our regions as well as our houses should be planned as the first phase of building. "Building is but the initial setting of the stage for living; and living is a progressive transformation or displacement of physical obstacles, for the purpose of releasing man's higher functions as a thinking, feeling, creative personality."<sup>16</sup>

<sup>13</sup> *Ibid.*

<sup>13</sup> *New York Times Magazine*, October 8, 1939.

<sup>14</sup> *Ibid.*, January 26, 1936.

<sup>16</sup> Lewis Mumford, "Social Purposes and Plans," *Survey Graphic* (February, 1940), p. 130.

## Collateral Reading Skills in Junior High School History

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### PART II—STEPS IN DEVELOPING COLLATERAL READING SKILLS IN JUNIOR HIGH SCHOOL HISTORY<sup>1</sup>

In training junior high school pupils in the skills involved in collateral reading in order that independent work may be successfully essayed at the senior high school level, there are many types of activities that can be used. Training pupils to prepare a report is one means of teaching and of applying these skills, since so many of them are utilized in this activity.

### *Need for Careful Planning*

Too often pupil reports are used merely to vary teaching procedures, without consideration of the learning possibilities they offer. If the assignment of reports is made by the teacher on the spur of the moment and no guidance is given in their preparation, *verbatim* copying of facts from one text is likely to follow; thus not only are the more significant learnings neglected but poor habits of study are actually encouraged. Even more important than the historical facts which the pupils learn in preparing reports is the acquisition of those skills concerned with locating,

<sup>1</sup> Part I appeared in the April number of *THE SOCIAL STUDIES*.



selecting, evaluating, and organizing factual materials. Long after the facts in any report have been forgotten, these study habits will be needed and used by the pupils.

In order to train pupils in these skills, then, it is necessary to *plan* for pupil growth over a period of time through a series of progressive steps with the pupil assuming increasing responsibility. While at all times, of course, the pupils' purpose in preparing the reports will be to learn more about some person or event in which they are interested (so that we avoid reading for the sake of reading), the teacher must plan every report in terms of the skills she is trying to develop in her pupils. In other words, the teacher's aims and the pupils' aims are somewhat different, although, of course, they often overlap.

#### *Steps in Teaching How to Prepare Each Type of Report*

In this paper is described a plan which has been found useful for training pupils in the junior high school grades in the preparation of reports. The plan consists of a series of progressive steps, calling for more reading, the use of more difficult reading materials, more advanced organization and interpretation of facts, and, in general, more independent work as the pupils move from the beginning of the junior high school (grade 7B) to the end (grade 9A).

In general, a new type of report is introduced in each grade, although, of course, the types of reports previously taught are constantly used. In teaching pupils how to prepare each new type of report, these steps are followed:

1. Setting up a pattern for the report.
2. Collective preparation of a report with teacher guidance.
3. Revision of No. 1 and preparation of a direction sheet by the class in the light of No. 2.
4. Further coöperative preparation of reports of this type until the teacher feels that the class is ready for the next step.
5. Individual preparation of reports of this type, in the classroom and with teacher help.
6. Entirely independent preparation of this type of report, whenever individuals seem ready for it.

#### 7B REPORTS

First of all, with 7B classes it is often necessary for the teacher to review the working skills listed earlier for the elementary school. If a test in reading skills or in working skills in history, such as those already suggested, is administered, the teacher will be able to find out more quickly the needs of the group and of individual pupils. In any case, it is wiser not to assume that the pupils have mastered the fundamental

skills, but to provide drills before attempting to apply them.

Pupils who have just entered the junior high school require reading matter that is both simple and interesting; biographical material appeals to them and the first reports might well use this type of material. Collective biographies such as those listed below have been found useful. These books contain a number of short, interesting biographies and usually have a style well suited to the interests of younger pupils and a vocabulary adapted to their reading ability, so that two or three of them can be used in the preparation of a report without undue effort. Another advantage in using these books is that they are generally found in classroom and school libraries.

Examples of Collections of Biography Usable in the Seventh Grade American History Classes:<sup>2</sup>

1. Fanny E. Coe, *Makers of the Nation* (New York: American Book Company, 1930).
2. John T. Faris, *Makers of Our History* (Boston: Ginn and Company, 1917).
3. Helen Ferris, *Stories of Famous Women Told by Themselves* (New York: The Macmillan Company, 1930).
4. John Gregory, *Heroes on Your Stamps* (New York: Knopf, 1939).
5. Elizabeth B. Hamilton, *How They Started* (New York: Harcourt, Brace and Company, 1937).
6. Max John Herzberg and Leon Mones, *Americans in Action* (New York: D. Appleton-Century Company, 1937).
7. William Nida and Stella Nida, *Pilots and Pathfinders* (New York: The Macmillan Company, 1938).
8. Edwin Sparks, *The Men Who Made the Nation* (New York: The Macmillan Company, 1900).
9. Edwin Wildman, *Famous Leaders of Character* (Boston: Page Company, 1922).
10. Carry Willis, *Those Who Dared* (Chapel Hill, North Carolina: University of North Carolina Press, 1935).

Following out the steps listed above, the teacher and class together work out a pattern for biographical reports. A one-period class discussion will result in some such list of questions which the class agrees should be answered, as a minimum, in the preparation of biographical reports.

#### *Pattern for 7B Reports*

1. Where and when was he born?

<sup>2</sup>The readings listed here are suggestive of the kind of material suitable at various grade levels. For further help see such bibliographies as *A Students' Bibliography in United States History* and *A Students' Bibliography in World History* (Baltimore Public Schools, 1939).



2. What are some interesting facts about his boyhood?
3. What are his important contributions to the historical event being studied?
4. What are some interesting facts about his later life?
5. What references were used in the report?

Continuing to follow the general method outlined above, the first attempt to train 7B pupils in these skills is through the preparation of a collective report, following the pattern of questions set up by the group and using those books of the type listed above which are available in the class-room, although some few may be borrowed from the school or public library, or brought from home. In this way, the teacher can supervise the location of material and, through discussion, guide the youngsters to evaluate the various accounts and to select the best. The teacher and class develop at the board an outline or a paragraph-summary of the salient biographical facts; this provides training in the organization of materials.

It is also helpful to summarize, through discussion, the steps that were necessary in the preparation of the report and the errors into which the pupils fell. These steps and warnings might be utilized in the preparation of a direction sheet to be used in the future preparation of this type of report. If such a coöperatively prepared direction sheet is hectographed or mimeographed and placed in the notebook of each pupil, it will be of great value to him and can be supplemented by each individual or by the class from time to time as more experience in report making is provided.

After a few class periods spent in this way, in which the class and teacher prepare a report together—the number of such lessons obviously depending on the abilities of the group—the next step, the individual preparation of reports during the class period with the teacher's help, can be attempted. Sometimes it is necessary to give, in hectographed or mimeographed form, or to place on the board, a few simple directions supplementing and emphasizing those already formulated by the class. The pupils should be directed to read the entire sketch through first, then to look for the facts asked for in the questions they set up. Suggestions for the taking of notes and the citing of references also must be given. A common error of 7B pupils, and even of pupils in the later grades, is to copy *verbatim* part of an account given in a reference. One very effective way to prevent this is to require that any notes made must be taken with books closed. After the notes are completed the pupils may be allowed to reopen their references and check on their notes.

The average 7B class needs to prepare coöperative reports and individual reports with teacher guidance several times before any pupil is assigned an entirely independent report, even of this simple kind.

## 7A REPORTS

When the pupil reaches the 7A (second semester) he can be trained to do a slightly more advanced type of reporting. Here readings of a narrative type can be used as well as biographical material. Again a simple pattern, such as the one below, can be developed with the class and used as a basis for reading and reporting. It should be noted that this pattern is on a somewhat more mature level than that of the 7B pattern: question 2 calls for an ability to tie up personalities and events and question 3 calls for a sense of relationships and an ability to see the parts of a whole.

### Pattern for 7A Reports

1. When and where did the event occur?
2. Give a brief description of the event including the part played by important personalities.
3. What importance does this topic have for the subject now being studied?
4. What references were used for this report?

Examples of Topics and Collection of Narratives Usable in the Seventh Grade American History Classes:

#### 1. *The First Railroad*

##### References:

- (a) Sarah McLean Mullen and Muriel Lanz, *This New Age* (New York: Century Company, 1930).
- (b) Franklin Reck, *The Romance of American Transportation* (New York: Thomas Y. Crowell Company, 1938).
- (c) William F. Rocheleau, *Transportation* (Chicago: Flanagan, 1931).
- (d) Gertrude Stone and M. Grace Fickett, *Days and Deeds a Hundred Years Ago* (Boston: D. C. Heath and Company, 1908).

#### 2. *The Lewis and Clark Expedition*

##### References:

- (a) George B. Grinnell, *Trails of the Pathfinders* (New York: Scribners, 1911).
- (b) Orville H. Kneen, *Young Pioneers on Western Trails* (New York: Stokes, 1929).
- (c) Theodore Roosevelt, *Stories of the Great West* (New York: Century Company, 1922).

#### 3. *Invention of the Telegraph*

##### References:

- (a) Floyd L. Darrow, *Boys Own Book of Great Inventions* (New York: The Macmillan Company, 1930).
- (b) Gertrude Hartman, *Machines* (New York: The Macmillan Company, 1939).

- (c) Joseph W. McSpadden, *How They Sent the News* (New York: Dodd, Mead, 1939).
- (d) Hanson H. Webster, *The World's Messengers* (New York: Houghton Mifflin Company, 1935).

In 7A, just as in 7B, the coöperative preparation of reports and the individual preparation of reports under teacher supervision should precede the independent preparation of reports, following the general procedure already outlined.

#### 8B REPORTS

Reports on events can be continued at a slightly higher level in the first half of the eighth grade. Some use of cause and effect relationships and some independent use of simple primary source material can be made here as well as of more difficult secondary works of both the descriptive and the expository type. A pattern such as the one below might be developed with the class for use as a guide to reading and reporting—note that the questions here are somewhat similar to those used in 7A, but that questions 1, 3, and 5 call for more interpretation and evaluation on the part of the pupils than the pattern suggested for the previous term.

#### Pattern for 8B Reports

1. What led up to the event? (You may have to depend upon your basic text for this information as your reference book will not always help you to answer this question.)
2. When and where did the event occur? Describe the event, including the part played by leading personalities. (Try to read accounts in two books.)
3. What were the effects of this event on American history, particularly on that part now being studied in class?
4. What references did you use for your report?
5. Which references did you think best? Why?

Examples of Topics and References Usable in Eighth Grade History Classes:

1. *Easy Source Material*
  - (a) How did the Presidential Election of 1860 lead to Secession? Henry W. Elson, *Sidelights on American History*, Vol. II (New York: The Macmillan Company, 1920).
  - (b) Northern and Southern Views of Slavery. Albert Bushnell Hart, *Source Readers in American History*, Book IV (New York: The Macmillan Company, 1923).
  - (c) Two Sides to the Mexican War Question, Harriet Shoen and Erling Hunt, *Sidelights and Source Studies of American History* (New York: Columbia Union Press, 1939).
2. *Descriptive and Expository Material*
  - (a) How the Industrial Revolution Affected

the Making of Textiles. Louise Lamprey, *The Story of Weaving* (New York: Stokes, 1939).

- (b) What Makes the Airplane Fly. Charles G. Hall, *Skyways* (New York: The Macmillan Company, 1938).
  - (c) How Television Works. Archie F. Collins, *Experimental Television* (Boston: Lathrop, 1932).
3. *Cause and Effect Relationships*
    - (a) What Influence Did Booker T. Washington Have on His Race? Joseph Cottler, *Champions of Democracy* (Boston: Little, Brown and Company, 1936).
    - (b) What Causes Led to the Outbreak of the Civil War? Roy Nichols, William C. Bagley, and Charles A. Beard, *America*, Chapter XVI (New York, The Macmillan Company, 1938).
    - (c) What Factors Led to the Rapid Settlement of the West? Ayers Brinser, *Our Use of the Land*, Chapter II (New York, Harper and Brothers, 1939).

It should be noted that the books and topics listed above are on a more mature level than those listed for the 7A group. Note that under the listings of source material, the first topic calls for understanding relationships between the presidential election and secession; the second topic calls for a comparison of Northern and Southern views of slavery; the third topic calls for a comparison of two sides of a question. The descriptive, expository and cause-effect topics are also on a more mature level than were those topics used in the seventh grade and a wide choice is provided. While the books for 8B call for a higher reading and intellectual level than do those in the 7A list, yet these references are of the collective type, that is, they contain numerous short, interesting accounts of historical events. In the next grade, the 8A, when the pupil's attention span is longer and his reading ability has further improved, he will be ready to read some entire books and make even greater use of the public library, than that made in 8B.

Just as the topics and readings grow progressively more difficult, so the pupils' attack on the reports should be progressively more independent. While the general procedure suggested for the teaching of all new types of reports is still followed, 8B pupils should be ready to reach step 6—entirely independent work—much more quickly than younger pupils. Some pupils at this level might be encouraged to deviate from the pattern used for reporting by including additional points. More independence and originality might be permitted in note-taking and in the organization of the reports. In general, then, the teacher ought to give the student less assistance than in the lower grade.

## 8A REPORTS

Pupils in the last half of the eighth grade should have progressed to the point where the reading of complete books is common. There are many books, both of the fiction and non-fiction type, dealing both with people and events that are suitable for use in this grade.

Examples of Complete Books Usable in Eighth Grade American History Classes:

1. *Biographies.*

- (a) Hermann Hagedorn, *The Boy's Life of Theodore Roosevelt* (New York: Harper and Brothers, 1931).
- (b) Royal J. Davis, *The Boy's Life of Grover Cleveland* (New York: Harper and Brothers, 1925).

2. *Narratives*

- (a) Mary Antin, *Promised Land* (New York: Houghton Mifflin Company, 1929).
- (b) Charles H. Gilson, *The Lost Column* (London: Oxford University Press, 1924).

*Pattern for 8A Biographical Reports*

(No doubt you will want to organize your report chronologically but try to include the answers to the questions below.)

1. What factors in his childhood do you think influenced him?
2. What part did his environment play in preparing him for his fame?
3. What interesting episodes portray his character?
4. What part was played by his relatives and friends?
5. What is his greatest claim to fame?
6. Give your opinion of the author's account.

*Pattern for 8A Narrative Reports*

1. What were the indirect and direct causes leading to the event?
2. Describe the event, including the part played by leading personalities.
3. Describe the effects, both immediate and long-time, caused by the event.
4. Give your opinion of the author's account of the event.

Just as the readings and topics here are on a more mature intellectual level so the work involved should be done more independently of the teacher. Pupils in 8A can be further encouraged to use local libraries and to select topics that are of special interest to them. More of the reading and organization for the report might be done at home or in the library and students should be further encouraged to deviate from the pattern set by the class.

While biographical reports have been used in grades 7B through 8A, note the pupils' growth as a result of following this progressive plan to improve the preparation of reports. Here 8A pupils are dealing with a more advanced type of reading material than that used in the 7B. As noted from the pattern, here they are concerned with environmental influence and with cause and effect relationship; they are asked to evaluate the person or event as well as to give an opinion of the author's presentation. Compare this with 7B requirements wherein the pupils were concerned mainly with episodes and gave little or no attention to relationships or to evaluation. Also a longer reading and attention span is expected here; very often the eighth graders read entire reference books, whereas in the seventh grade they read mainly short accounts in collective biographies. Most significant is the fact that these 8A pupils are working more independently than the 7B. Most of the reference readings now come from school or public libraries which means independent location of materials, whereas in the 7B grade the majority of references were found in the classroom. The 8A pupils are given little teacher assistance whereas many specific and detailed instructions were given in the 7B. To summarize, then, by the time the pupils have completed 8A, their growth as a result of following this progressive plan for two years should be evident; they should be well on the way toward the goal of completely independent reading and reporting as required by senior high school history teachers.

## 9B REPORTS

When the pupils reach the 9B grade they should be prepared to make a report of a creative type, such as that of comparing two peoples or two civilizations.

Examples of Topics and References Usable in Ninth Grade World History Classes:

1. *A Comparison of Everyday Life During the Old Stone, New Stone and Bronze Ages.*

- (a) Marjorie and Charles Henry Quennell, *Everyday Life in Prehistoric Times* (London: Batsford, Ltd. 1926).
- (b) Marjorie and Charles Henry Quennell, *Everyday Life in the Old Stone Age* (New York: Putnam's, 1922).
- (c) Marjorie and Charles Henry Quennell, *Everyday Life in the New Stone Age, Bronze and Early Iron Ages* (New York: Putnam's, 1922).
- (d) Gregory Trent, *In the Stone Age* (New York: Harcourt, Brace and Company, 1936).

2. *A Comparison of a Day in Greece and a Day in Rome*

- (a) William Davis, *A Day in Old Rome* (New York: Allyn and Bacon, 1925).



- (b) Howard W. Preston and Louise Dodge, *The Private Lives of the Romans* (New York: Sanborn, 1893).
- (c) Marjorie and Charles Henry Quennell, *Everyday Things in Homeric Greece* (London: Batsford, Ltd. 1929).
- (d) Eva M. Tappan, *The Story of the Greek People* (New York: Houghton Mifflin Company, 1908).

Such reports and readings call for bringing together ideas and facts gathered from many sources and creating an original synthesis, for in no book on the list will the pupils find material comparing the Greeks with the Romans; this is a summary which they must piece together for themselves. At this stage, it should not be necessary to develop with the students a detailed guide sheet or pattern for their readings and reports, although some leads might be given in the discussion that precedes individual work. Below are guide questions that have proved of value to 9B pupils planning reports of the type suggested above:

#### Pattern for 9B Reports

1. What similarities did you find in the two (or more) groups being compared?
2. What differences did you note?
3. Give your opinion of the strong and weak points of each group's culture.
4. Give your opinion of the references used.

It is to be noted that the references are those that probably must be drawn from public libraries rather than those found in classroom or school library collections. It would be well to encourage the use of library cards as early as the seventh grade, but such use should be demanded here.

#### 9A REPORTS

In the 9A grade pupils should continue reports of the creative type begun in 9B, reading two or more references in answer to a large problem and creating a new synthesis—a type of report that calls for interpretation and evaluation. Since this is the pupils' last term in junior high school, the kind of work done here should be similar to that which will be required in 10B—the beginning of the senior high school.

Example of Topic and References Usable in Ninth Grade World History Classes:

#### *How Strong Is Great Britain in the War with Germany*

1. Carl L. Becker and Frederick Duncalf, *The Story of Civilization* (New York: Silver Burdett Company, 1938).
2. Varian Fry, *War Atlas* (New York: Foreign Policy Association, 1940).
3. James F. Chamberlain, *Geography and Society* (New York: Lippincott, 1938).

4. James F. Green, *The British Empire Under Fire* (New York: Foreign Policy Association, 1940).
5. Douglas Johnson, *Geology and Strategy in the Present War* (New York: Geology Society, 1940).
6. Shepard Stone, *Shadow Over Europe* (New York: Foreign Policy Association, 1938).
7. De Forest Stull and Roy W. Hatch, *Our World Today* (New York: Allyn and Bacon, 1938).
8. Ray H. Whitbeck, Loyal Durand, and Joe R. Whitaker, *The Working World* (New York: American Book, 1937).

#### Maps

1. Major George Fielding Eliot, *Survey Map of Europe* (New York: Reynal and Hitchcock, 1940).
2. Varian Fry, *War Atlas* (New York: Foreign Policy Association, 1940).
3. *Environment and Conflict in Europe* (New York: American Geographical Society, 1940).
4. *Newsmap Magazine*, last monthly issue (Chicago, Geographical Publishing Society, 1940).
5. *Time's Atlas of the War* (New York: Time Magazine, 1940).

It should be noted that this report calls for using many different kinds of books: histories, geographies, atlases, and current pamphlets. Here the reading material begins to approach the adult level. There are many relationships that must be made in gathering material on a topic such as: "How strong is Great Britain in the war with Germany?" To answer this question economic resources, military supplies, geographic conditions, and other factors must be considered. This type of an assignment can be carried out by 9A pupils only if they have had earlier training such as that here described.

In the main, teacher aid at this level should be of an advisory nature such as suggesting references which might otherwise be overlooked dealing with the economic, political, or cultural aspects of a problem. Students should be encouraged to work almost wholly independently, gathering and organizing their information according to their own plans.

#### Conclusion

Much has been written about the need for progressive learning in the social studies. This need is particularly pressing in the area dealt with here, that of training average junior high school pupils to locate, select, evaluate, and organize factual material in the light of a given problem. We must teach the skills involved, one at a time, and then provide practice in each new skill, with such increasing independence and such growth from grade to grade that the entering 7B pupils, so dependent on teacher-guidance, will develop into 9A students, fully capable of doing



independent work at the senior high school level.

An attempt has been made here to indicate in Part I the responsibilities of junior high school history teachers, and to show in Part II one kind of program that any history department can develop as a means of teaching to average pupils the skills listed in Part

I. The point made here is not that biographical reports can be used in 7B, nor that some source material should be used in 8B, but that some such series of progressive steps must be worked out if our teaching of the skills involved in collateral reading is to be effective.

## Presenting Controversial Issues

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### INTRODUCTION

A controversial issue is some important question for which many outstanding citizens have different opinions, attitudes, feelings, and solutions. These questions may be international, national, or local and may deal with such subjects as imperialism, nationalism, states rights, the treatment of racial, religious, and political minorities or the uneven distribution of wealth. Sample questions follow: Should the United States abandon the Monroe Doctrine? Should the tariff be supplanted by free trade? To what extent should a state government control the schools in a local community?

Controversial questions may be excluded from the school books and teachers may be forbidden to discuss them or to answer questions asked by their pupils concerning them, but what reason or logic indicates that such a conspiracy of silence will yield more beneficial results than frank open discussion of such controversial questions. If omitted from the course, social studies become meaningless and insignificant. The assumption that social difficulties can be avoided by setting up a scheme of social studies on the basis of omission and evasion might well be more perilous than a frank facing of the realities.

Every day people have to decide upon and act in accordance with concrete cases of controversy. If they could escape the realities of life they might avoid controversial issues, but since the world of reality is immediate, controversial subjects must be studied. When we proceed about such important issues intelligently, we gather facts, truths, and opinions and arrange them according to our liking. Equally intelligent people will study them and arrive at different conclusions, because they place different weights and values upon these facts, truths, and opinions. Every unprejudiced statesman, judge, and informed citizen has in mind a more or less logical picture of an ideal social order to be realized or preserved, and in concrete cases of controversy throws his weight on one side or the other in accordance with his mental picture.

### THE COMMUNITY

Instruction in the social studies in the schools is conditioned by the scholarship and ideals of the community in which it should function. There are communities so backward and intolerant in social thinking that the frank discussion of almost any important question will precipitate a reaction which might cause the dismissal of a teacher and split the community into hostile groups, bearing hatred, distrust, and contempt for one another. Nothing is more disconcerting to children than to find that the doctrines of the schoolroom do not square with the conduct and views of men and women with whom they come into contact in homes, churches, industries, and on the street. When a new idea is expressed by a child, some parents do not regard this as evidence of a fair return on their investment as taxpayers, but as the signal to mobilize the forces of the great American home in defense of the *status quo*. There are other communities where teachers imagine that if they studied living issues dire results would follow. Sometimes, perhaps too often, teachers are unduly concerned about what they imagine people think, rather than with actual evidence of thinking by their pupils. Generally speaking, the more backward a community the greater the need to exercise discretion, for a school has a duty to help educate the community generally, in addition to its children. To anger the people is likely to thwart the process.

The discussion of public questions is a political duty as well as a safety valve for disgruntled minorities in a community and discussion without intellectual freedom would obviously be utterly futile. The school should enlist the constructive cooperation of the more enlightened groups of the community in developing and maintaining an attitude of critical impartiality toward controversial issues.

### PRESSURE GROUPS

A few intellectual social groups expect, encourage, and direct teachers to relate instruction to contro-

versial issues; others forbid them to deal with those issues at all. The latter, to gain their objective, join or support pressure groups, organizations, or political parties which bring pressure upon federal, state, or local authorities. These, in turn, pass on the pressure by way of school boards, school superintendents, supervisors, and principals to the unfortunate teacher, with a threat of dismissal for non-compliance. Finally, the teacher, faced with the dread of unemployment, has to allow the transmitted pressure to squeeze out the essence of his instruction, so vital to the seasoning of potential citizenship.

In addition to indirect pressure from without, the teacher is also subjected to pressure from within the school. Favoritism or self-protecting restrictions exercised by the principal or other immediate school administrators limit free discussion of controversial issues. In communities where student government has a voice the teacher has to bow to student opinion. Other conditioning factors are parents, donors of school endowments, and a dictating alumni.

#### INDOCTRINATION

Indoctrination, in the sense of influencing the student's ideas and attitudes by methods other than through his own conscious and critical appraisal, goes on whether we will or not, both in and out of the school. Some advocates of indoctrination claim that pupils should be indoctrinated with a vision of a new order as well as with solutions for immediate problems. But society is constantly changing and no one can prophesy the needs of tomorrow.

A few educators suggest that the teaching of ideals upon which there is much general agreement is an acceptable form of indoctrination. They recommend a form of instruction to inculcate in the child a realization of the great potential value of courage, perseverance, tolerance, fairness, honesty, justice, loyalty, purity, patriotism, and reverence. These are brave words and our cultural conditioning disposes us to regard them as "right" and "universally valid," but difficulties arise when the attempt is made to translate them into behavior, for disagreement as to their meaning arises. One's definition of patriotism appears to be narrow-minded selfish nationalism to another. Tolerance to one may mean moral looseness to another. One's loyalty may seem to be blind stupidity to some one else. Honesty is not easily defined and badly defined it may not always be the "best policy" for either the individual or for the group. An ideal and a reality are somewhat separated and are at times antagonistic to one another.

If indoctrination in specific qualities is urged because these qualities are "true," "right," or "just" in all possible circumstances, the contention is absurd. There are no such universals for practical application in controversial issues. It would be better

to create an understanding of the essential features of social living. Look upon these features as generally desirable, but with their application colored by ever-changing conditions. This merely becomes counsel to understand specific situations and to act in the light thereof. People learn by doing their own thinking not by being told what to think or by being steered into grooves that may so easily take the direction of the teacher's predilections or prejudices. Students do not always achieve facility in problem solving vicariously.

#### THE TEACHER

Teachers cannot nurture a spirit of independent judgment in their pupils, if they themselves do not have it. It is the essence of democracy not only to tolerate differences of opinion, but to encourage them. A dilemma, however, faces the teacher dealing with controversial issues. To avoid them gives an air of unreality and makes the teacher a party to a conspiracy to keep pupils in ignorance. To consider them is likely to displease somebody and lay the teacher open to the charge of being a propagandist. To play safe and conform to the wishes of those in control may be positively immoral; to challenge the powers that be may be professional suicide. Yet teachers must, so far as they honestly can, take sides on an issue. They must appear to their pupils as struggling with essential current problems and forming conclusions about them. To be a teacher one must be a leader and a leader must be going somewhere or he will have no following. Teachers should be permitted to have courage to grow, and preferably, to grow with their pupils. It is obvious that the teacher must be free to do what he is trying to get his pupils to do. No one can teach an art which he is forbidden to practice.

Backward communities, that do not permit their teachers to live normal lives, attract to their schools second rate principals and teachers. These principals realize that one characteristic of a successful administrator is skill in avoiding trouble. Their teachers care nothing about freedom or a study of freedom and want only to draw their salaries with as little effort as possible. Many do not know they are not free and will be happier never to discover it. Such a faculty is led by such mottoes as: "The more you stir up trouble the more it festers," and "It is better to let sleeping dogs lie." They give lip service to freedom of teaching, while contributing to its destruction.

In contrast to this deplorable condition, consider teaching in an ideal community. When a problem arises the teacher can tell his pupils with cool, impartial, scholarly detachment just what opinions different scholars have offered for its solution. He can then give them materials which need to be considered in making a decision and offer guidance in the technique

of judgment-making. Such guidance can only be given when teachers and pupils play the game together, by contagion and companionship in an activity both are developing. Together they attack problems, compile evidence, weigh opinions and reach their own tentative and changing conclusions, realizing that free discussion is fundamental.

Highly trained and skillful teachers are needed to handle controversial issues in a way to stimulate intelligence and to awaken discriminating powers among pupils. Teachers must be loyal to the practice of tolerance, truth, justice, and honesty and should emphasize in their teaching, attitudes, ideals, and intellectual habits. They must be patient, careful, fair, and judicial and they must not, because of their authoritative position, take unfair advantage of their pupils. They should train the present generation as social scientists, sensitive to the faults in our existing social order and willing and anxious to contribute to an order where such faults occur less frequently. America needs an educational system that will train minds to deal with dilemmas, paradoxes, and seeming contradictions. Such training is only possible where there is a free discussion of controversial issues.

#### TEXTBOOKS

Free discussion of controversial issues has been handicapped by the control of textbooks by legislatures, pressure groups, and publishers. American historians have had to make changes in new editions of their textbooks to satisfy the whims and fancies of complaining social groups. Publishers are reluctant to admit changes or to confess that they issue special editions of textbooks for different sections of the country. Consequently, few textbooks deal fairly and fully with vital controversial issues and many of them use balanced sentences in which one pressure group is played off against another, or they make use of the usual dodges of a so-called judicious character.

Authors of textbooks are not timid, but practical. Being interested primarily in the sale of their books, they abide by orders issued by their publishers, who advise them to arouse no violent antagonisms. In turn, textbooks suffer in that their content is so depleted as to be merely factual rather than stimulative and texts do not contribute greatly toward a better citizenship.

#### METHOD

The successful teacher very often does not plan either to include or omit controversial issues in her program, for they present themselves as part of normal living, which is a social study. As they arise for discussion it is highly essential that the problem be identified, defined, and delimited by a clear statement at the very outset. As soon as the problem is recog-

nized, the discussion should proceed by spontaneous voluntary contributions from any member of the class. Comments by the teacher, to interpret or to guide the discussion, will be in order at any time. At the end of the discussion some member of the group should give a summary of the chief points made and draw some definite conclusions as to what progress the discussion made toward establishing a tentative solution of the problem.

Controversial issues, upon which there is a widespread difference of opinion, must be treated with the greatest endeavor to be fair to all sides concerned in the issue. There must be no deliberate suppression of facts or distortion of information to support any point of view. The aim should be to present facts as they really are. Every effort should be made to bring before the class persons representing different points of view on social and economic questions and their ideas should be viewed critically, hearing evidence and evaluating it from every point of view. The teacher should help the child overcome such handicaps as uncontrolled passions and personal prejudices, which should be guarded against. The pupil should learn to recognize conflicting loyalties in matters pertaining to good citizenship and to choose the higher forms. Convictions on social matters should be formed only after careful and impartial study of the different angles of the problem.

By all means the pupil must learn to be a "good sport" in conforming to the will of the majority, yet, to use his efforts to convince the majority of the virtue of his minority viewpoint. He should be led to use intelligence rather than force and persuasion rather than pressure in bringing about the socially and economically needed changes. In this connection the teacher can accomplish much by setting a good example. He should be able to suspend judgment, to base action on tentative judgments, and to set the example of open-mindedness as well as fair-mindedness. The example of the teacher, however, is not enough. The pupil who is to become open-minded must actually practice open-mindedness and if he is to learn to suspend judgment he must actually practice suspension of judgment. Surely this is indisputable, a basic principle of self-activity.

The teaching procedure should be such as to serve the purpose both of a clinic and a gymnasium in citizenship training. Pupils are not expected to take action on controversial issues, but to develop a vital interest in the problems involved. They should be informed clearly and impartially, as to their real meaning. The teacher should be aware of the fact that the objective is to develop a method of studying controversial issues rather than one of settling them in the classroom. The importance of raising questions must not be lost sight of in the zeal to answer questions. The duty of the school is to advance the



frontier of human knowledge so as to let the fresh air of free inquiry blow over controversial issues and to help mankind to progress slowly and wisely toward a higher degree of intelligence.

#### COMPLEXITY

The present day pupil is bewildered in attempting to solve current complicated problems. In seeking the cause of unemployment or of the depression, he finds that business firms resent investigation. There is no objection to gathering facts and figures, provided the conclusions reached could be guaranteed to harmonize with the *status quo*. Nothing must be subversive. There must be no heresy. Because of these restrictions, it is impossible to get all the facts, consequently, pupils and teachers cannot understand the present complex economic, social, and political set-up as they should. To add to their bewilderment, controversial issues are confused by partisan propaganda and diverted into functionless channels by selfish interests.

Many are waiting to see what the government will do or what organized labor will do. The only way out is to inaugurate a method of scientific fact-finding in our social studies. Take away the restrictions so that teachers and pupils will be free to learn all that can be learned as in the case of the natural sciences. All have individual responsibilities and must accept and discharge them to make this modern civilization really function.

#### DANGERS TO BE AVOIDED

Controversy, while having certain values as means of learning, is prone to become an emotional rather than an intellectual matter and may serve permanently to fix participants, or even listeners, in definite attitudes on questions and to blind them to those considerations which do not contribute to their position. If not managed well, the controversy tends at times to transcend the bounds of polite discussion and to engender ill-feeling which contributes nothing to the development of the coöperative spirit that should characterize all socialized procedure. One can be tactful and display good manners toward one's opponents and still be frank and forthright on the issues involved. Fair-mindedness usually gets one further than anger. Scorn, sarcasm, contempt, and ridicule are not effective methods of teaching or of learning.

To be fair to all sides of controversial issues and yet not to appear colorless in one's teaching is a difficult task. Sometimes a controversy reaches a point where no new thinking is developed and it continues only as the reiteration of previously considered points, arguments, and opinions. Faced with such a predicament, the skillful teacher brings the discussion to a close and helps the pupils to draw conclusions as to what contributions were made toward the solution

of the problem. Where the teacher is granted the right to his own opinion and to the expression of it, such should come at the close of the discussion and never at the beginning. The most unfortunate effect of the insertion of the teacher's point of view too early or too often is that it retards the intellectual development of the pupils. The teacher should also avoid judging for the pupils, for if the teacher does the judging, growth in reasoning power of the pupil is curtailed. Pupil-judging is fundamental in purposeful activity and in mental growth. Finally, the teacher is to see to it that the discussion is never misdirected into a recitation exercise, that he avoids indoctrination and that he never dominates the thinking or the discussion.

#### CONCLUSION

If controversial issues are handled in the classroom as they should be, pupils should become more interested in present day problems, ready to question, to reason, to try standards, to seek more light, to follow the highest leadership and to cultivate a perpetual interest in and a permanent habit of reading about matters of civic and political importance. A proper mental attitude in dealing with questions of the day implies honesty, fair-mindedness, suspension of judgment, and the formation of tentative conclusions. The pupil should obtain information concerning the conditioning elements, realities, forces, and ideas of the modern world in which life must be lived. A proper treatment of controversial questions should imbue the student with a desire to strengthen democratic institutions, make clear their functioning, point out defects generally agreed upon, provide more effective leadership, illuminate every possible corner of the political scene and promote habits of critical fairness among the people.

Statesmen, educators, and parents should maintain a more tolerant attitude toward the pupils, teachers, and administrators in their schools. Boys and girls are denied a vital part of their education if such topics as fascism, communism, labor disputes, and political events are omitted from or slurred over in the curriculum. The pupil must study all angles of the problems now dividing the economic, political, social, and religious groups of his community and his country. This is a changing world, disturbed by endless diversity of opinion and instruction in the social studies must fit the youth of the land to face controversial issues with a stout heart and a grim determination to master them. If we forbid our pupils to form and express their own opinions and if we try to keep them innocent and unaware of the problems that await them, we shall have determined our own future. In the days to come, our crucial questions will be decided in blood and carnage rather than by free and intelligent discussion. The questions will then be answered by persons who are intellectually unprepared for



dealing with them. They will be answered, therefore, in terms of passion, prejudice, and misunderstanding applied through brute force rather than in terms of free democratic discussion.

The choice of America should be that of free discussion and liberty under law so as to secure and

defend the rights of the people. Otherwise, the people become mere instruments for building up the powers of momentarily dominating groups. Therefore, our pupils must discuss controversial issues, for there is no other program by which the education of a free people can be maintained.

## Revised Historical Viewpoints

RALPH B. GUINNESS

*Franklin K. Lane High School, Brooklyn, New York*

### BRITISH SEARCH OF AMERICAN CIVIL WAR SLAVE-RUNNERS

Original source materials are of course the basis of honest history, but when they are submitted by a government as proof of certain events they may be questioned. Sources can be faked by a government in the furtherance of its diplomacy. A case in point is the collusion between our government and the British to incline favorably our Senate and the American public to a British treaty during the Civil War.

By a treaty of April 25, 1862, the United States conceded to Britain the right of its warships to search American vessels as possible slave-runners between Africa and Cuba. Secretary of State Seward declared to the Senate that we had suggested this to Britain and had drawn up the treaty. Copies of correspondence on the treaty negotiations which he submitted to the Senate substantiated his claim. But this was a prearranged or manufactured correspondence, as the secret letters of the British minister, Lyons, and the British home office reveal.<sup>1</sup>

Beginning in 1842 an American cruiser squadron had been stationed off the coast of Africa to inspect American vessels in order to prevent slave-trading. With the coming of the Civil War it was withdrawn for blockade service against the South. Seward in a private memorandum to the British agreed to permit search of American vessels. The British desired a permanent treaty to cover the understanding in order to save themselves from embarrassing situations if the practice became known.

The British government therefore submitted a draft treaty for search, but Seward refused to agree unless it had the air of originating in the United States. This was agreed upon and a formal (false) correspondence was entered into "for the record." Accordingly Seward wrote Lyons inviting him to sign a treaty inclosing the British draft as his own. Lyons objected to a ten-year limitation clause inserted by Seward.

Lyons' objection was suggested by Seward privately. Eventually the treaty was ratified by the United States Senate and by Britain.

The general effect of the treaty was to stop slave-running. From September 1860-61 about 24,000 slaves were brought to Cuba; in 1861-62, 11,000; in 1862-63, 7507; in 1863-64, 6807; and in 1864 only 143.

### THE UNITED STATES AND AN ISTHMIAN CANAL

Diplomatic fencing is well illustrated by the shifting positions of the United States and Britain with respect to the Clayton-Bulwer treaty of 1850. This treaty dealt primarily with the question of a canal through Nicaragua and only by implication could it be held to apply to Panama. Article VIII of the treaty vaguely stated that both countries agreed "to extend their protection, by treaty stipulations, to any other practicable communication" between the two oceans.<sup>2</sup>

The British declared they were not bound to guarantee the sovereignty of Colombia over Panama as we had done by treaty of 1846 with Colombia. The United States government at one time—1869—declared that Britain was obligated to join us in a joint guarantee of a canal through Panama. After 1881 we repudiated this position.

As time passed the United States as guarantor sought special privileges on the isthmus. In 1869 and 1870 it unsuccessfully sought for its citizens preferred opportunities to construct a ship canal. In 1869 the United States drew up a new canal treaty with Colombia. Britain protested that this contravened the Clayton-Bulwer Treaty and requested an explanation from Secretary Fish. He referred the matter to E. Peshine Smith, an examiner in the Bureau of Claims, State Department. Smith replied that the treaty was not violated. He said that the new treaty with Colombia merely provided that Colombia would not allow a new canal to be built in its territory without the consent of the United States, whereas the Clayton-

<sup>1</sup> A. Taylor Milne, "The Lyons-Seward Treaty of 1862," *American Historical Review*, XXXVIII (April, 1933), pp. 511-525.

<sup>2</sup> George F. Howe, "The Clayton-Bulwer Treaty," *American Historical Review*, XLII (April, 1937), pp. 484-490.

Bulwer treaty bound the United States with regard to the construction of a canal through Nicaragua. However, Article VIII of the treaty bound Britain to join the United States in protecting any canal built through Panama.

Later, in 1881, when the United States sought by treaty with Colombia to fortify the isthmus, Britain protested that according to the Smith memorandum such action should be joint. Secretary Frelinghuysen

in reply repudiated the Smith memorandum as unofficial, since it was not of record and Smith was not a political officer of the government with authority to speak for it. Frelinghuysen insisted that the United States was not obligated to accept British protection. It was free to protect any canal alone "in which they or their citizens may become interested in such way as treaties with the local sovereign powers may warrant and their interests may require."

## An Activity in Acrostic

NOMA RILEY

*Northwest Junior High School, Kansas City, Kansas*

A helpful device for drill in historical names and terms is the making and working of acrostic type puzzles. This particular approach has advantages from the pupil and teacher standpoint. The pupils like the challenge of a puzzle and enjoy the experience of finding a correct, objective solution. From the teacher's viewpoint, it utilizes the motivation of the cross-word puzzle without its artificiality and necessary irrelevant fillers. The acrostic is easy to administer and to grade; it is flexible in its use in class work, in review, or for extra credit points.

A collection of acrostics can be built up as a standing project. The puzzles, of any degree of difficulty desired, can be made by the teacher independently or better still by the teacher and class together. For example, the teacher in assigning a good vertical word and the class in suggesting the suitable terms for it, and working out, with guidance in the early stages, the wording of the question, is in itself good practice in concise, unambiguous phrasing.

Better and closer thinking in constructing the puzzles will result from the requirements, first, that the words group around some one person, period or event of history; and second, that the importance of any terms in doubt be proved by their appearance in several source books.

A puzzle project, thoughtfully presented and directed, provides drill in recalling or looking up and finding definite answers, and familiarizes pupils with the use of indices and cross references. Finally, it emphasizes historical names and vocabulary, the key words around which the problems and conclusions of broad units tend to associate themselves.

The following sample puzzles are from a collection of medium difficulty made by seventh and eighth grade pupils from their standard junior high school text and reference books.

Directions: The letters of the first answer written

*vertically* give the first letter of the answers of the body of the puzzle.

Vertical: The town from which Columbus set sail

1. The captain of one of his ships
2. The month in which he departed from Spain
3. The convent where he received help
4. The month in which he reached the New World
5. The name he gave to the island on which he landed

(Answers)

P inzon  
A ugust  
L a Rabida  
O ctober  
S an Salvador

Vertical: He was killed at Fort Duquesne in the French and Indian War

1. Frontier forts
2. Treaty that ended King William's War
3. Colony from which the French were expelled
4. He sent Washington to warn the French
5. Town in Massachusetts, scene of a massacre during Queen Anne's War
6. Valley disputed by the French and English
7. He buried lead plates to claim the land for France
8. The third of the Intercolonial Wars

B lockhouses  
R yswick  
A cadia  
D inwiddie  
D eerfield  
O hio  
C eloron  
K ing George's War

Vertical: He surrendered in 1781

1. In the Northwest, captured by Clark
2. Where St. Leger's march was stopped
3. The raider of John Paul Jones
4. Headquarters of the French troops in 1781
5. Dashing general who later fought on the frontier
6. In the plot with Arnold to betray West Point
7. Inefficient American officer
8. King who sent help
9. State through whose "Drowned Lands" the Americans waded to victory
10. Hero of the battle of Bennington

C ahokia

O riskany

R anger

N ewport

W ayne

A ndré

L ee

L ouis

I llinois

S tark

Vertical: Second President

1. The law by which the President could expel a foreigner
2. The government of France at the time of the XYZ affair
3. A song (1798), forerunner of our national anthem
4. A slogan that resulted from the XYZ affair
5. The law by which anyone libeling the President or Congress could be fined or imprisoned

A lien

D irectory

"A dams and Liberty"

"M illions for defense, etc."

S edition

Vertical: Famous guide and trapper

1. Covered freight wagon of pioneer days
2. Greatest of the western fur traders
3. Summer gathering of fur trappers
4. Famous trail blazer
5. Bounded by the 49th parallel
6. "Snow-clad" state

C onestoga

A stor

R endezvous

S mith

O regon

N evada

Vertical: Mexican general

1. American general who stormed heights of Chapultepec in Mexican War

2. A famous mission building in Texas
3. The river the Mexicans claimed as the boundary
4. American general at Monterey, later President
5. Important colonizer in the early history of Texas
6. President who opposed the annexation of Texas
7. Number of years Texas was the "Lone Star Republic"
8. A state formed entirely from the Mexican cession of 1848
9. Another state formed from the Mexican cession

S cott

A lamo

N ueces

T aylor

A ustin

A dams

N ine

N evada

A rizona

Vertical: President from 1869 to 1877

1. A bad feature of his administration
2. A difficult period of reorganization for the South
3. A dispute settled by arbitration with England
4. Famous cartoonist
5. Political boss; the cartoonist in (4) helped to bring him to justice

G raft

R econstruction

A labama Claims

N ast

T weed

Vertical: Great organizer of wealth

1. Founder of International Harvester Company
2. Discovered in 1859 at Titusville, Pennsylvania
3. First billionaire
4. Financier who caused "Black Friday" panic in Wall Street
5. Great copper company
6. Swedish inventor and philanthropist

M cCormick

O il

R ockefeller

G ould

A naconda

N obel

Vertical: They made the first successful airplane flight

1. He invented a machine which fastened slavery on the South
2. Agricultural machine, invented in 1831
3. Brilliant white light invented by Edison
4. He vulcanized rubber
5. Inventor of the sewing machine
6. One of the latest marvels of science
7. He invented the first successful arc light
8. A development of Marconi's great invention
9. He invented the elevator with brake
10. "Talking wires"
11. Machine that cuts and threshes wheat in one operation
12. "Wizard of Menlo Park"
13. He built the famous Brooklyn suspension bridge

14. He built the "Rocket"

W hitney  
R eaper  
I ncandescent  
G oodyear  
H owe  
T elevision  
  
B rush  
R adio  
O tis  
T elephone  
H arvester  
E dison  
R oebling  
S tephenson

The complete group of puzzles worked out by the seventh and eighth grade pupils covers a wide range of topics and periods of history.

## Supplementary Readings in American History Textbooks

WILLARD A. HEAPS

*School of Library Service, Columbia University, New York*

Bibliographies contained in social studies textbooks are interesting and revealing to the school librarian for several reasons: (1) the social studies department generally leads with the English department in the extent of use of library materials; (2) in order to extend the variety of pupils' learning experiences, school libraries are often expected to furnish these titles when the text is being used; and (3) a comparison of titles listed in these bibliographies with titles listed on the same subject in basic school library purchase lists reveals interesting discrepancies and differences of opinion. Many questions naturally arise which affect the book purchasing and service functions of the library. Because of the popularity of supplementary readings in this subject, the author has sought to make a detailed study of five "standard" senior high school textbooks in United States history, with a view of synthesizing the school library's problem in supplying such material and obtaining implications for the textbook writer and teacher or committee who selects the textbook itself.

### THE STUDY

With a view of determining the inclusion of titles for recommended reading from the stand-

point of comparative choices of textbook authors, the single chapters on the World War were made the area of intensive comparison, both because they would yield less material which would reflect a possible bias or prejudice of the author, and also because the recency of events would offer a certain validity for the limitation of date of publication of the books to be included. The textbooks and chapters selected were:

Adams, J. T., and Vannest, C. G.

*The Record of America*

Unit V: America Enters the World War, pp. 490-526

Barker, E. C., Dodd, W. E., and Commager, H. S.

*Our Nation's Development*

Chapter XVIII: Sharing in World War and Planning for World Peace, pp. 497-522

Carman, H. J., Kimmel, W. G., and Walker, M. G.

*Historic Currents in Changing America.*

Chapter XXXIII: The World War, pp. 617-639

Faulkner, H. U., and Kepner, Tyler  
*America: Its History and People*



- Chapter XXXIV: America and the World War, pp. 676-694  
 Hamm, William A.  
*The American People: Their History and Their Problems*  
 Chapter XLVI: The World War, pp. 995-1025

These will hereafter be referred to as A, B, C, F, and H, respectively. Not only is the scope of individual subject treatment somewhat similar, but the extent is practically identical, and difference in paging is due largely to varying size of type and page.

#### READING REFERENCES AND BIBLIOGRAPHIES

A noticeable uniformity exists in the inclusion of types of classified bibliographical and study material. Three areas are generally recognized: (1) parallel reading to supplement the chapter in the text; (2) enrichment material in the form of fiction, drama, biography, or "general imaginative literature"; and (3) subjects for special reports to be assigned and used individually. Two of the texts recognize the need for source material in separate sections, though four texts refer to A. B. Hart's *American History Told by Contemporaries*, Vol. V, which is specific primary source material.

The general supplementary or parallel reading bears various designations: secondary material, parallel reading, useful histories, and basic and suggested supplementary reading. The enrichment material is also listed under varying headings: illustrative material, fiction and narrative, biographies and studies, imaginative literature, and stories. The lists for individual and supplementary reports on specific topics are labelled: floor talks, investigational activities, readings and reports, and suggested readings; the basic source material, source material and reading from contemporaries.

The variations in numbers of titles included in these areas are shown in the following table:

Textbook	Total Number	Supplementary Readings	Enrichment	Reports	Source Material
A	46	16	9	15	6
B	32	13	10	9	
C	47*	25	27	29	2
F	57*		24	54	
H	24	15	8		1

\* Without duplicate listings in sections.

#### ANALYSIS OF TITLES INCLUDED

A total of 134 separate titles were included in the five textbooks, duplicates increasing the total to 296. Of these, twenty-six were for out-of-print books. The listing follows:

Text	Number
A	46
B	32
C	47
F	57
H	24
	206

No title was included in all five textbooks. Five titles were included in four lists:

- Blasco-Ibanez, V., *Four Horsemen of the Apocalypse*  
 Hart, A. B. [ed.], *American History Told by Contemporaries*, Vol. V  
 Hayes, C. J. H., *Brief History of the Great War*  
 Remarque, E. M., *All Quiet on the Western Front*  
 Seymour, Charles, *Woodrow Wilson and the World War* (Chronicles of America Series, Vol. 48)

These would seem to be the titles most universally approved, and might be considered basic for the period of the World War. It is interesting to note that the two novels generally acknowledged the most famous resulting from the conflict are included.

Six titles were included on three lists:

- Bassett, J. S., *Our War with Germany*  
 Clarke, G. H., *Treasury of War Poetry*  
 Hacker, L. M., and Kendrick, B. B., *United States since 1865*  
 Lingley, R. C., and Foley, A. R., *Since the Civil War*  
 McMaster, J. B., *United States in the World War*. 2 Vols.  
 Slosson, P. W., *The Great Crusade and After*

This would seem to justify the opinion that Hacker and Kendrick, and Lingley and Foley are considered (by these writers, at least) the most valuable of the United States histories for the post Civil War period.

Twenty-six titles were on two lists, and ninety-seven were included in but one bibliography. Many of these latter items are the enrichment titles in which the greatest variation was found.

#### OUT-OF-PRINT TITLES

The inclusion of out-of-print titles poses an interesting question. Though an objection might be that they are not readily available for purchase, still they are valuable as presentations of contemporary viewpoints and activities, particularly for interpretation in line with the "long and calm view" of the pupil reading them twenty or twenty-five years after they were written, and they may be obtained in other

libraries and second-hand bookshops. The extent of the inclusion of out-of-print titles is shown in the following table:

Text	Number
A	12
B	4
C	2
F	9
H	1

Three titles are included in at least two texts.

#### COST

Another consideration of some importance to school libraries is the question of cost of items included. Library budgets need to be stretched to their utmost to include adequate supplementary and enrichment reading for all subjects and the funds for such purposes naturally have a somewhat limited subject use. It is therefore interesting to consider the prices of all items listed as compared with average cost per title:

Textbook	Number of Titles in Print	Total Cost	Average Cost per Title
A	46	\$111.65	\$3.28
B	32	67.95	2.42
C	47	157.16	3.49
F	57	129.64	2.71
H	24	69.75	3.03
Average for all	41	107.23	2.99

Since school libraries usually obtain a discount of from 15 to 20 per cent, the output is considerably reduced when all titles are purchased at one time. However, it is worth noting that these figures represent the expense for but one chapter of each text. Several of the texts use many of the same books for supplementary readings for each chapter, but a general idea may be gained of the extent of special material and its costs.

#### INCLUSION OF TITLES IN STANDARD LIBRARY LISTS

Several interesting facts are revealed when the titles in the texts are compared with entries in the basic book selection aids for senior high schools. These aids are usually prepared by librarians and teachers as guides to library purchasing. Since they are "basic" in that they represent suggestions of books on the World War or including the World War for first purchase or as librarians' ideas of reading lists, such comparisons are valid in order to indicate if there is any relationship between the choices of textbook authors and librarians. Four library book selection aids were used for comparison, two of which are the basic and standard general booklists, and two special bibliographies, one on general American history

with a section on the World War, and one devoted entirely to that subject. These aids are:

*Standard Catalog for High School Libraries* and Supplement (New York: H. W. Wilson Company, 1937, 1940.)

This is usually considered the basic high school booklist. It is used in practically every school library in the country and is the official aid in fourteen states.

Joint Committee of the A.L.A., N.E.A., and N.C.T.E.

*1000 Books for the Senior High School Library* (1935).

This list is intended to form a basic list selected by the three agencies as "the most useful books in high school subject fields."

Roos, Jean Carolyn (Comp.)

*Background Readings for American History* (New York: H. W. Wilson Company, 1935.)

Section on the World War, pp. 40-45.

Fitzgerald, Frances (Comp.)

*The World War: The Great Crusade* (New York: H. W. Wilson Company, 1938.)

The only single bibliography on this period designed for library use. Junior high school level, but includes some books listed in the texts under consideration.

These will be referred to as S, J, R, and F.

Following is a list of the number of titles (in the five texts) found in these four library bibliographies:

Text	
S	44 titles of the 134 titles
J	23 titles of the 134 titles
R	19 titles of the 134 titles
F	9 titles of the 134 titles

A comparison of those titles most frequently listed in the textbooks with their inclusion in such library aids is revealing:

	S	J	R	F
Of the 5 titles found in 4 texts	3	2	1	1
Of the 6 titles found in 3 texts	5	2	1	1
Of the 26 titles found in 2 texts	14	9	2	2
Of the 97 titles found in 1 text	22	10	15	3
	44	23	19	7

It is interesting to note that only two of the out-of-print titles were included in the library lists, revealing that librarians recognize the necessity for readily available material in their lists.

A comparison from the standpoint of the number of library aids in which each title is found is interesting.

(Continued on page 219)

# ILLUSTRATED SECTION

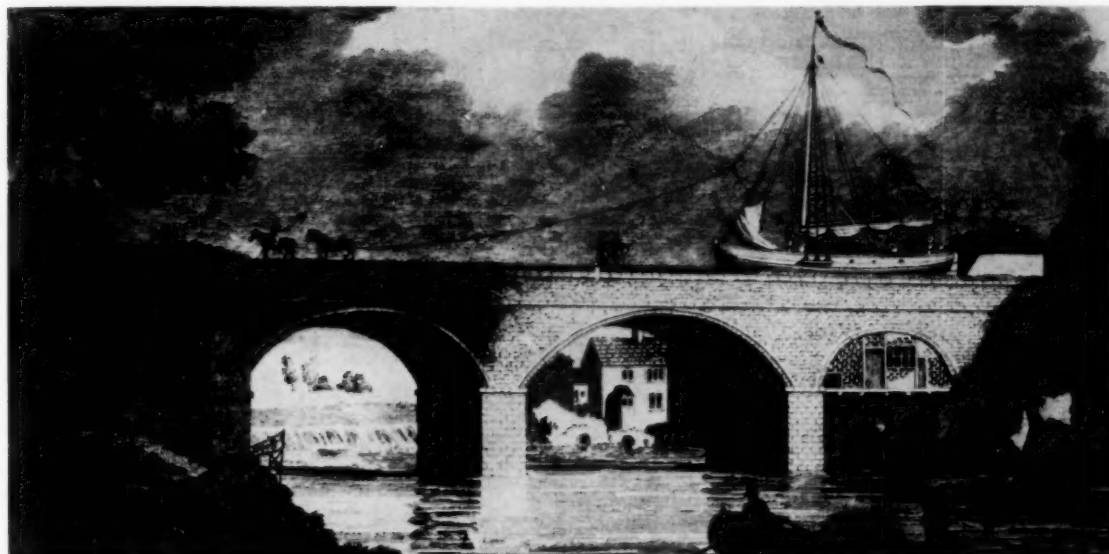
VOLUME XXXII, NUMBER 5

THE SOCIAL STUDIES

MAY, 1941

*Edited by DANIEL C. KNOWLTON  
New York University*

## THE INDUSTRIAL REVOLUTION: THE REVOLUTION IN TRANSPORTATION



The problem of bad roads and inadequate transportation facilities was partly met by the building of canals. The first of these was undertaken by James Brindley for the Duke of Bridgewater and was accounted one of the greatest engineering feats of the day. Completed in 1761, it ran from the Duke's coal mine at Worsley to Manchester, a distance of about ten miles. The canal had to be carried over a river by means of an aqueduct, thirty-nine feet above the water. It also had to pass under a hill a mile wide. As a result of the building of this transportation link, the price of coal in Manchester was cut in half. This view of Barton Bridge as it was called, appeared in 1795.



A contemporary view of the first iron bridge over the Severn at Broseley which was opened in 1779. It had a span of 100 feet and the castings were made at Coalbrookdale in the iron works of Abraham Darby. John Wilkinson and Abraham Darby were jointly interested in this engineering project which was the precursor of similar bridges and led to the extensive use of cast and wrought iron for many constructional purposes.



# THE INDUSTRIAL REVOLUTION: THE REVOLUTION IN TRANSPORTATION

## 1829.

### GRAND COMPETITION OF LOCOMOTIVES ON THE LIVERPOOL & MANCHESTER RAILWAY.

#### STIPULATIONS & CONDITIONS

ON WEDNESDAY THE DIRECTORS OF THE LIVERPOOL AND MANCHESTER RAILWAY OFFER A PRIZE OF £500 FOR THE BEST IMPROVED LOCOMOTIVE ENGINE.

#### I.

The said Engine must "effectually consume its own smoke" according to the provisions of the Railway Act, 7th Dec. IV.

#### II.

The Engine, if it weighs Six Tons, must be capable of drawing after it, day by day, on a well-constructed Railway, on a level plane, a Train of Carriages of the gross weight of Twenty Tons, including the Tender and Water Tank, at the rate of Ten Miles per Hour with a pressure of steam in the boiler not exceeding Fifty Pounds on the square inch.

#### III.

There must be Two Safety Valves, one of which must be completely out of the reach or control of the Engine-man, and neither of which must be screwed down while the Engine is working.

#### IV.

The Engine and Boiler must be supported on Springs, and rest on six Wheels; and the height from the ground to the top of the Chimney must not exceed Fifteen Feet.

#### V.

The weight of the Machine, with the complement of water in the Boiler, must, at most, not exceed Six Tons, and a Machine of less weight will be preferred if it draw AFTER it a PROPORTIONATE weight; and if the weight of the Engine, &c., do not exceed Five Tons, then the gross weight to be drawn need not exceed Fifteen Tons; and in that proportion for Machines of still smaller weight—provided that the Engine, &c., shall still be on six wheels, unless the weight (as above) be reduced to Four Tons and a Half, or under, in which case the Boiler, &c., may be placed on four wheels. And the Company shall be at liberty to put the Boiler, Fire Tube, Cylinders, &c., to the test of a pressure of water not exceeding 100 Pounds per square inch, without being answerable for any damage the Machine may receive in consequence.

#### VI.

There must be a Mercatorial Gauge affixed to the Machine, with Index Rod, showing the Steam Pressure above 40 Pounds per square inch; and constructed to blow out a Pressure of 90 Pounds per inch.

#### VII.

The Engine to be delivered complete for trial, at the Liverpool end of the Railway, not later than the 1st of October next.

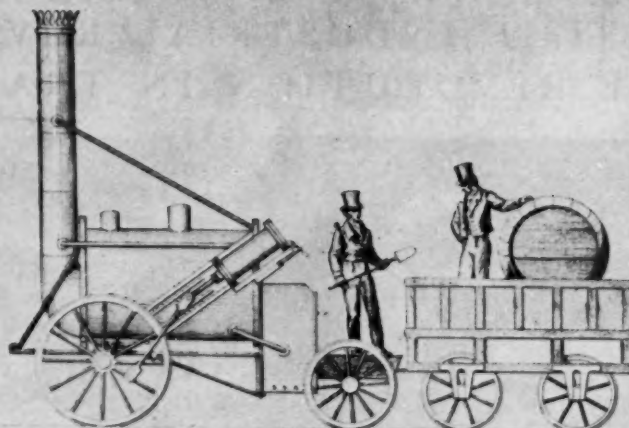
#### VIII.

The price of the Engine which may be accepted, not to exceed £500, delivered on the Railway; and any Engine not approved to be taken back by the Owner.

N.B.—The Railway Company will provide the ENGINE TENDER with a supply of Water and Fuel for the experiment. The distance within the Rule is four feet eight inches and a half.

### THE LOCOMOTIVE STEAM ENGINES,

WHICH COMPETED FOR THE PRIZE OF £500 OFFERED BY THE DIRECTORS OF THE LIVERPOOL AND MANCHESTER RAILWAY COMPANY.  
DRAWN TO A SCALE 1/4 INCH TO A FOOT.



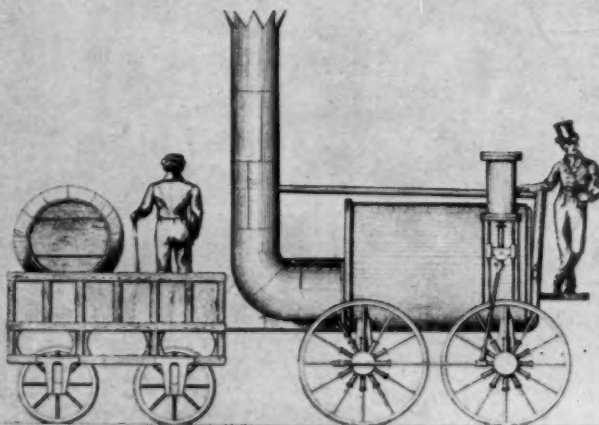
### THE "ROCKET" OF MR. ROBT STEPHENSON OF NEWCASTLE.

WHICH DRAWING A LOAD EQUIVALENT TO THREE TIMES ITS WEIGHT TRAVELLED AT THE RATE OF 10 MILES AN HOUR, AND WITH A CONSUMPTION OF STEAM AT THE RATE OF 20 GALLONS PER HOUR, AND WITH A CONSUMPTION OF FUEL AT THE RATE OF 100 LBS PER HOUR, ABOUT ONE HUNDRED.



### THE "NOVELTY" OF MESSRS. BRAITHWAITE & ERICSSON OF LONDON.

WHICH DRAWING A LOAD EQUIVALENT TO THREE TIMES ITS WEIGHT TRAVELLED AT THE RATE OF 10 MILES AN HOUR, AND WITH A CONSUMPTION OF STEAM AT THE RATE OF 20 GALLONS PER HOUR, AND WITH A CONSUMPTION OF FUEL AT THE RATE OF 100 LBS PER HOUR, ABOUT ONE HUNDRED.



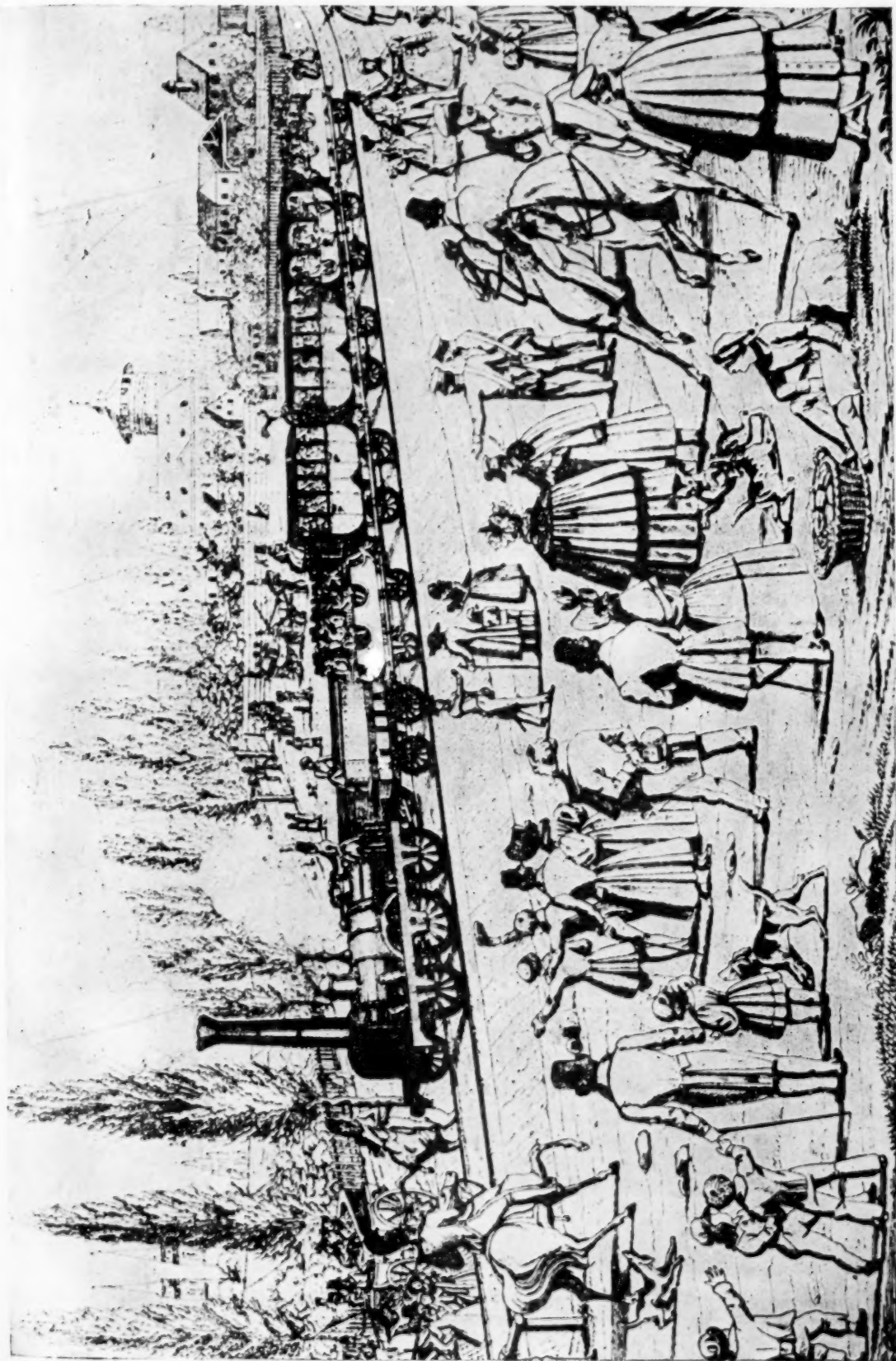
### THE "SANS-PAREIL" OF MR. HACKWORTH OF DARLINGTON.

WHICH DRAWING A LOAD EQUIVALENT TO THREE TIMES ITS WEIGHT TRAVELLED AT THE RATE OF 10 MILES AN HOUR, AND WITH A CONSUMPTION OF STEAM AT THE RATE OF 20 GALLONS PER HOUR, AND WITH A CONSUMPTION OF FUEL AT THE RATE OF 100 LBS PER HOUR, ABOUT ONE HUNDRED.

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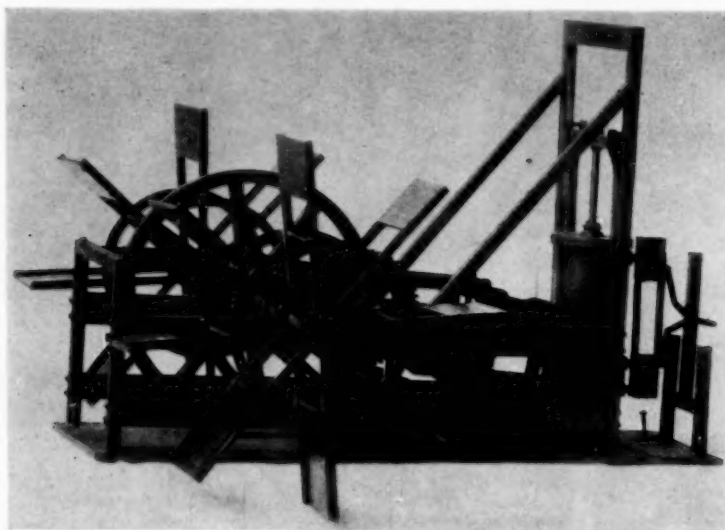
Three of the engines entered in competition on the Liverpool and Manchester railroad as they appeared on a contemporary lithograph setting forth the conditions of the competition. The "Rocket" was the victor.

## THE INDUSTRIAL REVOLUTION: THE REVOLUTION IN TRANSPORTATION



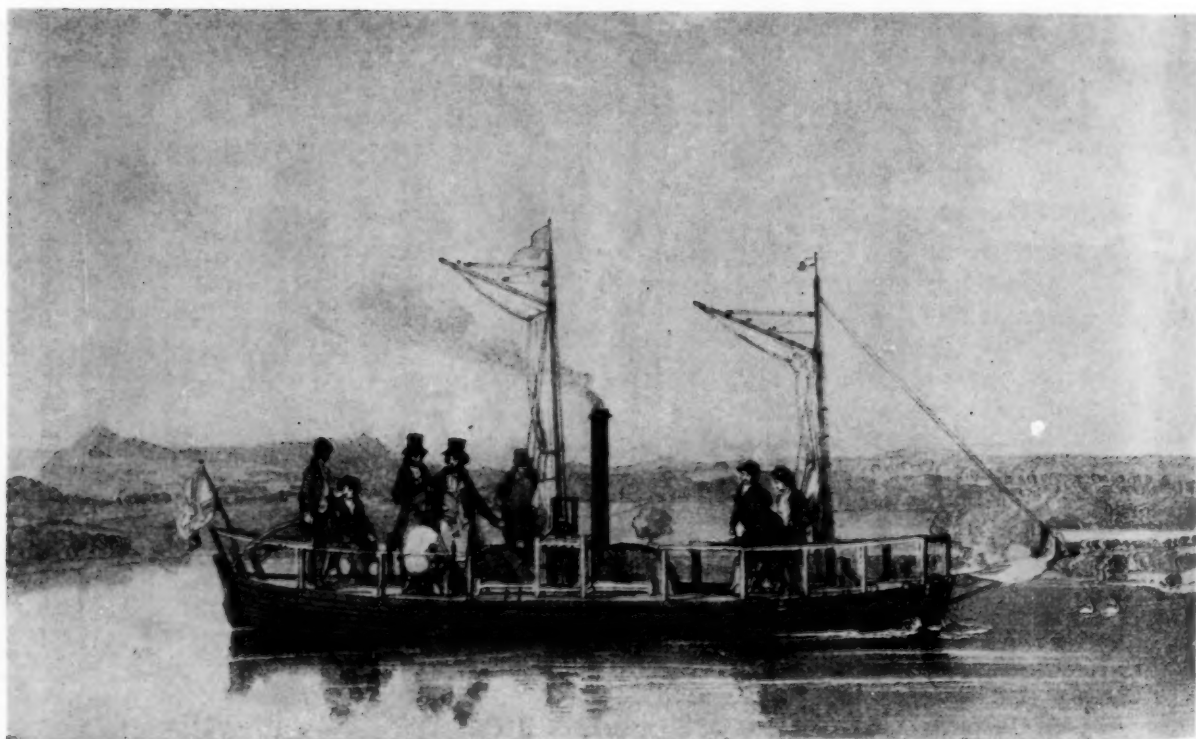
The first railroad opened in Germany in 1835 between Nuremberg and Fürth. From a contemporary print.

## THE INDUSTRIAL REVOLUTION: THE REVOLUTION IN TRANSPORTATION



*Photograph from United States National Museum*

The Boulton and Watt engine which Robert Fulton installed in the *Clermont* which was successfully operated in 1807.



Patrick Miller with the help of Symington planned and launched in 1788 in England this "double pleasure boat" on which the paddles were driven by steam.



	3 Lib. Aids	2 Lib. Aids	1 Lib. Aid
Of the 5 titles found in 4 texts	1	2	1
Of the 6 titles found in 3 texts	0	4	1
Of the 26 titles found in 2 texts	1	10	5
Of the 97 titles found in 1 text	2	14	15
	4	30	22

Considering the broad scope of the listings and the limitations of the library lists in mere numbers, there would seem to be somewhat close relationship between the choices of textbook authors and librarians in regard to what constitutes a "good" or "recommended" book for this particular subject.

### CONCLUSIONS

The intimations of such a comparison as has been undertaken might be formulated into a statement such as the following:

1. A close correlation exists between the choices of textbook authors and librarians in regard to what constitutes a recommended book for the World War period.
2. Textbook authors are apt to be too liberal in inclusion of titles, both from the standpoint of availability and cost. It would seem better to include a limited number of supplementary references and leave further enrichment

to the individual school where the teacher and librarian can coöperatively prepare supplementary material with consideration for local book holdings and availability.

3. Certain textbooks seem non-selective in regard to material included, listing many out-of-print items and books of general usefulness the value of which might be questioned. Many textbook authors include books on the college level which are unsuited for inclusion in high school libraries.
4. Textbook authors seem to treat the cost of items in bibliographies as unimportant, as revealed by the wholesale inclusion of titles costing four or more dollars. It might seem more plausible, in consideration of the generally limited funds for supplementary books, to list merely the less expensive items. School libraries are generally loath to invest heavily in single volumes, preferring a wider distribution in less expensive useful titles.
5. Textbook authors might do well to enlist further coöperation of social studies teachers and school librarians in the compilation of textbook bibliographies, relying on their preferences as revealed by actual use rather than the professional opinion of the author who is often himself teaching on a higher level.

## Teachers in the Community

JAMES A. MICHENER

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Last summer, Harvard University sponsored an important new departure in teacher education. Since teachers are intimately concerned with the social, economic, and political life of their communities, the Harvard Graduate School of Education established a program in which secondary school teachers could visit and inspect three New England communities. Field studies have been common in graduate education, but this particular course had several unique features.

In the first place, it was not strictly speaking a sociological field study; it was instead a sponsored visit of adults into the central operations of a community. The group did not go with microscopes to investigate some small segment of social life. They went as visitors to communities that willingly invited them to look into many aspects of their life. A rare opportunity was afforded to see the school through the eyes of the shoe-worker, the local priest, the unemployed youth, the Y.M.C.A. worker, and

the college student who reviewed his education with critical acumen. Business leaders and local officials were unusually helpful, especially in regard to interrogating them concerning their attitudes toward schools.

In the second place, the course was established by educators for educators. Experiences were selected which would "hit home" with teachers. Since it was a first venture, many mistakes were made, but it is safe to say that if the goal of education is the modification of behavior, few courses in teacher education in the country could be rated more highly than this one. No teacher could visit with so many intelligent, willing citizens, young and old, and not conclude that the schools of our country are a much greater social force than he had previously perceived. Even the instructor, who had been over the entire ground once before, was daily surprised at the richness of the experience. Although traversing familiar ground, he had the daily thrill of learning with his students.

He can unqualifiedly recommend such a course for any teacher, or for any teacher of teachers, who is falling into an academic rut.

With the assistance of The Open Road, Inc., a non-profit organization which assists educational institutions in the conducting of field excursions, the Graduate School of Education arranged a plan whereby teachers from the field would enroll in a field study course. The first week was spent in Harvard surveying the general problems. Then the class moved as a body eighty miles away into a very small village in western New Hampshire. Although the group was primarily interested in school and school problems, it endeavored to obtain information indirectly, talking with as few school men in each community as possible. Instead, ministers, farmers, dairymen, creamery operators, school board members, local residents, and young people were met. In many respects this visit was the high spot of the summer, for the group was taken into the midst of a conservative, yet strangely liberal, New England community where it was able to perceive the forces that work upon the schools.

The next visit was to Marlboro, Massachusetts, where the shoe industry has been declining, to the detriment of the town. Here was inspected, as nearly as could be done, the effects of the rise and fall of industrial life upon educational and other institutions. Marlboro, by virtue of vigorous civic pressures, has acquired title to several of the vacated shoe factories and has taken many ingenious steps to recapture a trade that had threatened to depart forever. In Marlboro we were able to meet the men and women who had initiated and supported these efforts. The group was particularly interested in the genesis and operation of a local, incorporated union.

The last visit was into central Maine, where, in the city of Lewiston, the group was able to observe the culminating steps in the transition of that city from a Yankee village, to an Irish town, to a French city. To most of us the knowledge that there were French enclaves in northern United States came as a surprise, if not, indeed, as a shock. In Lewiston the citizens treated us with genuine hospitality. We were able to meet the French leaders and the representatives of the Yankee minority. We were able to study at first hand the very muddled problem of cultural plurality. Especially were we able, through the kindness of the Catholic leaders, to inspect the great problem of certain areas in New England: the transition from a puritan Protestantism to a vigorous Catholicism.

We concluded the course with a final week at Harvard, during which we endeavored to collect and classify our impressions. Apart from the facts collected during the summer, we were all deeply impressed by the willingness of people everywhere to

accept us as interested students of a problem in which they, too, were interested. Without exception, every citizen of these communities who agreed to assist us when we were arranging the course, did more than he had originally promised to perform. Ministers brought two guests instead of one; the manager of a creamery not only arranged a luncheon for us, but had the city manager as an unexpected guest to meet us; when a school board met with us, parents of children in school were also invited; and when we went for a visit to an outing club, many of the leaders of the community were there to talk with us. We were not so naïve as to believe that we always received strictly impartial information; quite often we must have been shown the most gleaming side of the mirror, but we were never denied the privilege of inspecting the mirror at our own leisure, holding it in our own hands. At the end of the course we came to the conclusion that most American communities would have received us in somewhat similar manner. Most noticeably, from the point of view of other groups that might wish to initiate some similar program, we were able to meet with young people in every community. We met with them freely, and in most instances we felt that they had talked with us fairly honestly.

#### CONCLUSIONS

1. Our conclusions concerning life in New England could obviously be only sketchy and quite unscientific. The only one worth noting is that the publicized New England aloofness does not operate in the summer. We could not have been more kindly received anywhere in the country.

2. Regrettably, such courses seem not to attract natives of the district being studied. The people who could have profited most from this course were New Englanders. None joined. It is probable that teachers in St. Louis would not consider taking a course on the realities of community life in St. Louis. Yet it was obvious to all of us that New England citizens wished that their teachers knew more about the community.

3. Although some of the administrative expense of this course was borne by the Progressive Education Association and The Open Road, it seems probable that similar courses could be made to pay their own way or even to show a profit to the institution offering them.

4. Any course like this one would have to be very poor not to awaken teachers from the lethargy into which they too often fall. The simple stories of young people, the obvious faith of older people, and the combined trust of the community in its schools are most affecting things to hear.

5. Teachers throughout the country should hear from children's own lips, and from the reminis-

cences of practically all adults the testimony that the finest thing that ever happens in school is the awakening that takes place when an enthusiastic child comes into contact with a teacher who can inspire him toward some kind of life plan.

6. Teachers should also hear more than fifty per cent of the ablest students, intellectually, admit that they have never come into contact with a teacher who could inspire them toward a life plan. It was almost painful to hear many of these abler students state that they were almost never challenged by the intellectual quality of the work they did in school.

7. We gained the definite, oft-repeated impression that the CCC camps, whatever their defects, were doing a better job with boys in the lower I.Q. ranges than the schools are.

8. We were deeply impressed by the kind of work certain summer camps are doing with ordinary students. By far the most vitally interested youth we met all summer were students in these camps who made it very clear that "here the teachers all stand for some-

thing." Some of us were visibly disturbed by the dilemma of the school being forced farther and farther away from the main job of "standing for something." Spiritual values, wherever we went, were not the problem of the school.

9. It was disturbing to observe the number of young people who gave the impression, sometimes openly stating their wish, that they were casting about for something vital, big, dynamic (a "movement," perhaps) to associate with. Most often the wish was inchoate; at other times it was like talking to German youth in 1931.

10. The job of living together for a summer with other teachers, being forced to share accommodations, is a salutary experience. The instructor definitely feels that he, with each of his students, is a somewhat better teacher because he was forced to subdue his petty interests and caprices for six weeks in order that others might have a better time. A year of such a forced system might grow tedious; an occasional six weeks is a splendid experiment in democracy.

## Teaching Local History by the Seminar Method

HAROLD DEAN CATER

*Mamaroneck Senior High School, Mamaroneck, New York*

When a prominent New York City lawyer has his sister put in jail, it makes headlines in any daily paper. A brother actually did this in 1800, and his name was Peter Jay Munro, a nephew of John Jay. He sued his widowed sister, Mrs. Elizabeth Fisher, for lands which he felt had been bequeathed to him. He won the suit, and had her put in jail on an unjust charge of forgery. There she remained for six years, until the governor finally heard of her case and released her.

Peter Jay Munro was one of the most prominent men of this community. This event did not make the headlines; in fact it was not mentioned in any newspaper. Although years later Mrs. Fisher published an account of the episode in a privately circulated tract, of which only two copies are known to exist, the public was incredulous, and the story was promptly forgotten. Last year one of my pupils prepared a paper on Munro's life and times, and discovered a copy of the tract in the course of her research. Historians may carry her work farther in a more mature historical way; but the fact remains that it was a high school student who first uncovered the truth about this revered scion of the Jay family.

This is only one of many examples of the kind of

work done by some of my students who are members of a group which we euphemistically call the Local History Seminar. It was organized three years ago, and this method of teaching proved so successful that I now have two other groups working on national essay contests. All three groups are organized and conducted on the pattern of the familiar college seminar.

The method is especially adapted to the presentation of local history in the high school. In order to teach properly all that belongs in the history course, the school year is too short. The result is a constant pressure to cover the work, and this in turn causes superficial reading and learning. Both teachers and pupils are turning their backs, reluctantly, on concentrated mastery of events, eras, and persons. There is one last ditch in which we can take a stand against this leveling trend, and that is to present such a thing as local history, in a leisurely and methodical way. Most of the high school syllabi list local history as a "must"; yet generally it is ignored or only "smattered." There is no time to do it any better.

There are other annoying problems connected with the teaching of local history. For one thing, there is no textbook. Also, there is no syllabus. In the case



of most communities, there is not even an adequate published history from which a teacher might make a syllabus. Another problem concerns pupil interest. Most students have had local history recurrently in the elementary and junior high schools; consequently, more of it in the senior high seems repetitious. A study of it evokes only a yawn. Here, then, are four major problems: lack of time, a text, a syllabus, and pupil interest.

All four problems are eliminated by the seminar method.

The seminar is conducted as an extra-curricular activity. This takes local history, as a concentrated study, out of the classroom, but still leaves it in the curriculum. The time problem is solved. For the busy, uninterested, "local history yawner" the teacher can continue to connect up national and international events with the local environment whenever the opportunity arises. But with the occasional students who have an exceptional interest in the subject, the teacher can organize a seminar which will devote the entire year to leisurely, directed research and essay-writing. The students have no use for a textbook. Their assignment is to select a topic and gather all the facts about it that time and other practicalities will allow. Their field of work is not confined to one textbook because they search scores of books, newspapers, old documents, and go out after personal interviews. Thus the teacher has no need for a syllabus. And with a group of capable students there is no thought of pupil interest, because their pride in discovering new or long-forgotten data to create their own special study of a topic will make their enthusiasm boundless.

Prizes, or certificates of merit, may be offered to increase the spirit of competition and to reward achievement. In my community the Old Town or Mamaroneck Historical Society offers an annual prize for the best work done by a member of the seminar, and invites the winner to read his essay at a meeting of the society. Last spring the society conducted a pilgrimage to points of interest connected with the life of Peter Jay Munro. The student who had written the essay about him was asked to read it and tell about her research. Each year a county-wide contest is presented by Mr. Gerard Swope, former president of General Electric Company and a resident of the county. The prizes are given to the best local history projects conducted in the schools. The Westchester County Historical Society is publishing in its quarterly *Bulletin* some of the best portions of the essays written each year by the members of the seminar. These distinctions indicate not only an appreciation for student success, but also for the fact that the school is serving the community, and even the county, in a creditable manner.

A seminar may be organized with from ten to fifteen students; if there are more than this number,

other groups should be started. In our school the seminar is supported by both the English and history departments. The work done by any member of the group represents a substitute for some of the work required in these departments. Enrollment is voluntary. The groups meet once a week, and the meetings last from one to two hours. The students sit at a large table. This makes each group more definitely a unit, where coöperation and discussion are easily maintained.

The first two meetings of the year are devoted to the organization of the group; topics are planned, and the methods and purposes of the seminar are explained. Mimeographed material, covering these items, is distributed to each student. Included in this material is a time chart, with dates, for the various stages of completion through which each essay will go; directions for the research; the value of painstaking accuracy; a check-list of basic reference material; and detailed instructions for taking notes, writing footnotes, and listing the bibliographical items.<sup>1</sup> Since one of the main purposes of the seminar is discussion, a discussion is developed from this material.

Each student is given a week to consider a topic. Some students decide on the subject of their paper before they come to the first meeting; but in most cases it is necessary to list a few suggestions and explain the nature and size of each one. The response of the pupils at the selection of the topics has been inspiring. In almost every instance, each pupil chose a subject that was in direct antithesis to his preconceived ideas or prejudices. Since this is the traditional practice in seminars, the student has been urged, but never required, to select a topic which he ordinarily would have opposed. However, there have been students who selected a certain topic because they had always been curious about it and had wished for this opportunity to explore it further. In either case the results have been surprising.

One student, with no interest whatever in the subject of industry, selected the topic: "Workaday Westchester; A History of the Otis Elevator Company of Yonkers and the Life Saver Corporation of Port Chester." This topic had never been covered before. The research involved personal visits to the company factories, where tours were made; interviews with company officials; the finding of some out-of-print pamphlets in an obscure New York City library; the summarizing of financial reports at another library; and a review of labor disturbances found in newspapers. This essay won second prize that year in the county contest sponsored by Mr. Gerard Swope. First prize was won by a student who wrote on John Rich-

<sup>1</sup> The author's school will send a copy of this material to any teacher asking for it, if ten cents is enclosed to cover mailing and handling.

bell, the man who founded this community in 1661. She had never heard of him before. Her research took her to the special collections of several libraries, and her essay was called the most complete and accurate account of Richbell's life that had been written.

A girl student wanted to learn more about music by working on "The Cultural Growth of Westchester County in the Field of Music." This topic proved difficult. Very little had been written on it, and the information that could be gathered covered the subject inadequately. The student had interesting experiences interviewing the composers, musical artists and concert managers who live and work in the county, for many of them are of national repute. This broadened her education and provided contacts which she otherwise would never have made. The interviews, combined with manuscripts and newspaper clippings, led to an ambitious essay for a high school student. She explored the subject just enough to become convinced that a more thorough search, over a longer period of time, would yield enough material to fill in all the gaps in her story. Instead of letting this realization discourage her, she has resolved to satisfy her original curiosity regarding the subject by a further study of it during the next few years. If the ambitions of only a few students are stimulated to this extent, the seminar can justify itself.

The seminar has improved the relations between the school and the community in many ways. A good illustration of this is the valuable work the students have done toward the preservation of facts regarding Mamaroneck's cemeteries. Some of them date back to Revolutionary War times and have long since become neglected. Weeds and bushes have overgrown them, the stones have been tipped and broken, and

some of the inscriptions are undecipherable. With the help of the directions for making cemetery lists which are published by the Daughters of the American Revolution, the students were able to catalogue the tombstones. Their lists were useful to genealogists and the local historical society.

There are other things a seminar can do besides the writing of essays. For the past three years the students have been making a card catalogue on local history; at present it consists of over a thousand entries. They have also written a half-hour radio script on an episode in the community's history and have broadcast it. They have presented an assembly program in which they gave books to the school library, purchased with the money they earned in prizes.

It is truly regrettable that local history should be neglected in the high school curriculum. It is wrong to teach the "distant things" to the exclusion of our immediate surroundings. These surroundings have a great influence on those high school students who remain in the community after graduation. Everywhere the local past is rich in time and interest. Even in the case of the locality whose history has been extensively surveyed and published, there is much that can be worked up by the enterprising teacher and student. Interest does not die after publication; it only begins; and research can always add more to what has been done.

The amount of learning, enthusiasm and the possibilities for various developments in such a group are evident. It is not necessary to teach; learning takes care of itself. The teacher need only guide and check for accuracy. Aside from these, the work carries its own rewards for the pupil, and learning becomes a pleasure.

## Motion Picture Department

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### DEMOCRATIZING LEARNING

Formal education has confined itself largely, during the past 500 years, to using materials from the printed page. While man has had a written language for approximately 5,000 years, he was not able to manipulate this written language so that materials could be disseminated widely except during the last tenth of this time.

In 1438 the printing press was invented and the multiplicity of books began. This led to the gradual establishment of universal education. The educational emphasis was transferred to the printed page and when people spoke of education they more and more

began to mean "book learning." The superiority of personal acquaintance with other peoples and countries tended to be forgotten or unemphasized because the new materials which were now available seemed to make learning so much more efficient and simple.

Books have done their work well, but modern technology today provides many additional tools by which the experience background of individuals may be greatly enriched. Common sense would dictate that, as these new tools of communication become available, educators should exploit the possibilities of these tools for achieving the purposes which have been set up.

If an individual uses words without comprehending their meaning, we have a problem of verbalism. Many students rely on rote memorization in order to achieve certain subject matter standards set up by a teacher. They are able to repeat in parrot-like fashion the words of a book or of a teacher without knowing the meaning or without understanding the context into which these words fit. The difficulty in this situation lies in the fact that the individual has not had sufficient experience in the area before he attempted to abstract his experience by verbalising. A word becomes meaningful only after it stands for a definite experience. Experience then must come before or concurrently with the abstract symbol. These symbols are useful in referring back to the experience. Education can probably best help create a rich background of experience in the mind of the pupil by helping the pupil see life as it really is—full of conflicts and contradictions.

The school journey is a technique by which the school can help its pupils make direct contact with the real world about them. If a group of students take a school journey to a poor housing district, walk into a slum dwelling, see the meagre furniture in the room, the dirty walls, the cracked plaster, the lack of sanitation, smell the odors suggesting lack of cleanliness, and note at first hand the crowded conditions which must exist because of the large number of people living in a few rooms, they then leave the situation with a more adequate understanding of the problems involved in housing the people of a low economic status. When they return to the classroom they may wish to see a motion picture of a government housing project which is an experience which they could not get on their school journey. Maybe they will listen to a radio dramatization describing the problems of a family that must live in a poor housing district. They may call in a contractor who will present certain housing problems as he sees them from an economic point of view. Certainly books, newspapers, and magazines will be used in the pupils' work in acquainting themselves with this social problem. This printed material now becomes meaningful because each paragraph carries with it a background which has been built up by first hand contact with the difficulty.

This leads us to an examination of our theory of the curriculum. We do not merely want to do something better which we should not have done in the first place. We do not merely want to put tasty icing on a stale cake. In the past the typical teacher has accepted his duty to be that of putting across the materials in a textbook which was chosen for him or which he chose himself. The curriculum became the textbook. Anything which was done outside of the textbook was done so that the materials in the book could be put across more effectively. This whole as-

sumption must be critically examined. In contrast to this viewpoint, we must attempt to discover the areas of experience with which the pupils under our direction should become familiar.

Going back to our former illustration let us suppose that it is decided by pupils and teacher that the area which we will describe as the problem of housing in our country is one with which students should become familiar, first, because they must face their own problems of housing in the not far distant future and second, because this problem is one to which we are trying to find a solution in our entire country today. As described before, we may participate in a school journey, present a motion picture or radio dramatization, interview a contractor, a building supervisor, read textbooks, magazines, and newspapers, in fact, we will bring into this total experience anything which will add to a better understanding of the whole problem. Books, like motion pictures, school journeys, and radio programs are only a part of the whole experience which will lead to a rich understanding of the entire area on the part of the pupil.

A visual program fits into the general aims of education also because of the great need in our modern educational system for tools which will help us to democratize our learning more effectively. There was a time in the far distant past when a scholar could hope to have a reasonable mastery of all the subject matter fields then in existence. He could become a general scholar in most of the fields of endeavor that were important in his world. Since that time, however, we have tremendously increased the amount of knowledge in existence. Today it is no longer possible for anyone to master all the fields of learning, yet it is desirable that pupils should orientate themselves in all phases of living and that they do not develop only into specialists who are helpless outside of their own field of work. The motion picture can do a great deal in acquainting people with wide fields of experience. We can thus be able to make a great deal of information and experience available to people who have not been able to receive this material through the older tools of learning.

It is difficult for a certain proportion of pupils to build up an experiential background that will enable them to easily acquire information from the printed page. Many factors make it impossible for children actually to experience as many first hand novel situations as they can advantageously use. Some restrictions which prevent the acquiring of sufficient experience are:

- (a) Economic factors.
- (b) Lack of interest in providing these experiences on the part of parents.
- (c) The immobility of our present day society.



- (d) The barrenness of the social surroundings in which the family lives.
- (e) The lack of enriching materials in the school curriculum.

A teacher can bring into the school curriculum a great variety of enriching experiences which will supply the experiential background so necessary for personality development. We can through the motion picture bring into the classroom vivid picturizations of life as it is lived in many social groups with which the child is not familiar. We can by means of stop lapse photography present processes which occur too slowly to be observed in life situations, such as the growing of a plant from the time the seed is planted until the adult organism is complete. We can photograph and place on the screen the functioning of organisms too minute to be observed except through a powerful microscope. In other words, we can now democratize large areas of experience formerly available only to the favored few who had the expensive instruments for first-hand observation. It becomes the duty of every teacher to avail himself of the techniques which can help build a better-informed and more intelligent American citizen.

#### NEWS NOTES

*Visual Education Courses*—The Boston University School of Education is offering during the second semester of the school year six courses in visual education. Professor Abraham Krasker is teaching the following courses:

- a. Problems in Visual Education
- b. The Preparation and Projection of Teaching Aids
- c. Visual Aids in Health and Physical Education
- d. Visual Aids in The Social Studies
- e. Visual Education—Management

Professor Brooks teaches "Visual Education in Nature Study."

*New Social Studies Films*—The publication *Current Releases on Non-Theatrical Films* issued in February by the Department of Commerce lists the following new 16 mm. sound films which are of interest to social studies teachers:

- a. *Scientists Speak for Peace and Democracy*. May be rented from the Bell and Howell Company, Filmosound Library, 1801 Larchmont Avenue, Chicago, Illinois.
- b. *The Harbor*. May be rented from the Bell and Howell Company, Filmosound Library, 1801 Larchmont Avenue, Chicago, Illinois.
- c. *Heroes of the Alamo*. May be rented from Eastin 16 mm. Pictures Company, 707 Putnam Bldg., Davenport, Iowa, and Eastin Pictures, Inc., Colorado Springs, Colorado.
- d. *Chicken of the Sea*. (Tuna fishing) May be

obtained free from the Van Camp Sea Food Company, Attention: Geo. M. Gillen, Coatesville, Pennsylvania.

- e. *Inauguration of President Roosevelt—1941*. (Silent) May be obtained free from the State Administrators of the National Youth Administration.
- f. *For Health and Happiness*. (Nutrition) May be obtained free from Motion Pictures, Extension Service, U. S. Department of Agriculture, Washington, D.C.
- g. *TVA*. May be obtained free from the Tennessee Valley Authority, Information Office, Knoxville, Tennessee.
- h. *We Live in Two Worlds*. (Better understanding between nations) May be obtained free from Films, Inc., 330 West 42nd Street, New York, New York.

*Movie Production*—"Motion-picture production in the United States, measured by dollar cost, has increased approximately three-fold in twenty years. The annual production budget now exceeds \$215,000,000 a year, compared with \$77,000,000 in 1921; \$86,000,000 in 1923; \$93,000,000 in 1925; \$194,000,000 in 1929; and \$197,000,000 in 1937. The figures released by the Census Bureau covered the year 1939, as reported for the Decennial Census of 1940. . . . The number of feature subjects included 493 in black and white and 27 in color." (Industrial Reference Service, U. S. Department of Commerce, March, 1941.)

*Theater for Documentaries*—"Comes news of a Broadway first-run house to be devoted exclusively to the showing of documentary and educational films. Harold McCracken, President of Courier Productions, Inc., is making arrangements for a long-term lease of a Broadway house which will offer programs of an hour or slightly more, with admissions at 25 cents.

"Houses devoted exclusively to the showing of newsreels have been running for some time, both here and abroad, but documentary and educational subjects only is new in this country. The Polytechnic in London has been successful with this type of film." (*Home Movies*, Hollywood, Calif., v.8, p. 78, February, 1941.)

*Films on Farming*—A number of films showing how controlled crop distribution is reducing the hazards of farming are being produced by the Motion Picture Bureau of the Department of Agriculture.

*Plows, Planes, and Peace* (two reels 16 mm. sound) pictures the "evernormal granary" as a small round tin-venered building with a conical roof. The abstract concepts involved in discussing the "evernormal granary" are brought down to earth by clever animation.

*The Land* is the AAA's big film to be finished which concerns the effect of machines on land.

*Men Who Know Wheat* treats the effect of wheat conditions on city industries as well as rural welfare. It traces the growth of the wheat industry from its small beginning to its present status as a billion-dollar industry.

*Farmers in a Changing World* is to be a report in movie form on the present status of agriculture.

*On the Road to Tomorrow* is a film on 4-H Clubs showing activities on farms and in camps. Scenes from Puerto Rico, Cuba, and the United States are used and give the film an international slant.

*Signs of the Times*—In more normal times, the University of Chicago Round Table production director introduced "flash cards" to guide the experts, while on the air, with such instructions as "You May Interrupt, You Know," and "If You Disagree, Say So." But with the recent increased tension in national and international affairs, new cards have put in their appearance at the Round Table studio. They read: "Don't Interrupt!" "Wait Your Turn," and "Don't All Talk at Once!"

Such are the signs of the times. At first, the cards were used only to encourage and instruct the speakers. Seldom was any difficulty encountered with "jamming" or overlapping of voices. Now that differences of opinion are becoming sharper and partisanship more distinct it has become necessary to introduce what Sherman Dryer, radio director at the University of Chicago, calls "cold water" cards to slow the pace and smooth out the voice levels.

The University of Chicago Round Table is heard each Sunday at 2.30 P.M. E.S.T. over the NBC-Red network.

*Pictorial Publication*—You will be interested in the excellent publication "Social Problems Visualized," which can be obtained for \$3.25 from the National Forum, 417 South Dearborn Street, Chicago, Illinois. Under chapter headings Economic, Coöperation, Farm, Internation, Health and Special, it presents essential information in each area by means of charts, graphs, pictures, and a bibliography. *Alcohol Problems Visualized* may also be ordered from the Forum for 75 cents. (The News Letter, Bureau of Educational Research, Ohio State University, March, 1941.)

*Teaching Films Reviewed*—Mr. Joseph E. Sullivan, Macon Junior High School, New York, New York, Chairman of the Committee on Classroom

Films of the Department of Secondary Teachers, has recently issued a "Report on Classroom Films" which contains critical reviews of twenty teaching films and lists over 100 others which have been evaluated previously under his supervision. The report may be obtained by writing to Mr. Sullivan at the above address.

*Film Library—New York University*—New York University has established a non-profit rental library at 71 Washington Square South, New York City, for the distribution of educational films to schools and other interested organizations.

The Film Library is acting as exclusive distributor for the four films made under the auspices of the New York University Educational Film Institute—Valley Town, Machine: Master or Slave, And So They Live, and The Children Must Learn. The new Film Library is also distributing in the middle Atlantic States, the 55 films of the Human Relations Series, made under the direction of the Commission on Human Relations of the Progressive Education Association. Other films from many sources, selected by the Library in collaboration with members of the faculty of New York University, have been put on the Library list for distribution, and others are being added constantly.

The four Educational Film Institute films are concerned with various approaches to current economic problems. Valley Town and Machine: Master or Slave deal with the problem of technological unemployment, and Valley Town especially has been praised widely in general as well as in technical magazines for its photography and subject handling. And So They Live and The Children Must Learn present studies of two rural southern communities, giving particular emphasis to the lack of relationship between the school curricula and the economic needs of the area.

The Human Relations Series of 55 films, during one year of distribution, has been used by many educators in a wide variety of applications. Each of these films is an excerpted portion from a full-length feature film, designed not to reproduce the plot of the original picture, but to exemplify types of conflicts in human relationships.

The Film Library is under the direction of a Committee of New York University faculty members, as follows: Herbert B. Dorau, Chairman, Philip O. Badger, Darrell B. Lucas, Alice V. Keliher, Daniel C. Knowlton, Bernard E. Hughes, and Robert J. Gessner.

# News and Comment

MORRIS WOLF

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## TOTALITARIAN BRAKES ON PROGRESS

The political absolutism, censorship of opinion, and torture which are used by the totalitarian states are anything but new, said Professor Carl Becker in a notable article in the *Yale Review* for March. They are really nothing more than "The Old Disorder in Europe," with a leader as despot instead of a divine-right monarch, with a ministry of propaganda to censor opinion instead of a theological faculty, and with concentration camps instead of dungeons. The three characteristics of the so-called new order are old ones: political absolutism, labelled totalitarianism; orthodoxy, labelled regimentation; and military imperialism, labelled *lebensraum*.

For centuries, absolute monarchy was justified by the belief "that men were subject and must be obedient to the overruling authority of the gods, and therefore to the authority of kings who were themselves gods, or descended from gods, or the vicegerents of gods." From Menes to Louis XVI, that conviction ruled. The revived absolutism of the monolithic or totalitarian state centers all authority in a *Fuehrer* or *Duce*, or in the secretary of the communist party. His power rests, as of old, upon the support of privileged classes or races which exploit the unprivileged. Like the divine monarch, the leader is sacred, untouchable. Only the moral basis of authority, in the new order, is weak. Unable, nowadays, to stand under the protecting mantle of the gods, the leader uses the "destiny of the superior race or nation, dialectic of history, or, palest replica of all, 'the wave of the future.'"

Orthodoxy, today, has primarily a religious significance. In by-gone days religion and politics were inseparable, and men, being by nature ignorant and depraved, had to submit blindly to God's will as revealed by kings and priests whom God had ordained to govern. Heresy not only denied God; it defied the king. Now, in place of God, we are offered a mystical concept of the state or the dialectic of history, with the leader as the interpreter and his party as the enforcing agency. The individual, as ever, is just a negligible quantity. Salvation for him today means economic security, in place of the heaven of old, provided he is an obedient believer. So, truth must be re-stated, "subversive" books must be destroyed, teaching and research must be supervised, and science and education must be subordinated to politics. A new inquisition follows the old—with greater cynicism and greater knowledge and efficiency.

*Lebensraum* is but another name for military conquest of other peoples and regions. Ancient kings needed no excuse for military imperialism. In modern times they give excuses. Attempts to unify all of Europe by force are as old as the Roman Empire. Pan-Germanism, like Napoleon, represents another attempt. But Pan-Germanism, if victorious, will not loot the conquered areas in the manner of the past. It will exploit scientifically, according to plan. Agriculture, manufacturing, and currency will be planned and managed, populations will be moved, production and distribution will be controlled and directed, economics and politics will be integrated, as religion and politics once were, all in the interest of the superior German race.

Such an "order" is far from being new. It rests on force alone, on slavery and not on freedom. It is the negation of the long struggle to establish a really humane order, based on consensus and moral law. This struggle began in ancient Greece. The notion of individual rights persisted in the Roman world, although the emperors developed the principle that "what the prince wills has the force of law." Nevertheless, until the sixth century, their authority was regarded as having been conferred upon them originally by the consent of the community.

Both notions—of kingly authority and of individual rights—persisted throughout the Middle Ages and into the modern era. The political revolutions from the seventeenth century to the nineteenth had as their purpose the provision of legal safeguards for the rights of individuals. These revolutions "reaffirmed the ancient maxim that political authority derives from law and law from the consent of the people." A social order was to be set up, as their outcome, which would be based upon known and observed rules of law, public and private, and would be sanctioned by the consensus of opinion as expressed by the community's chosen representatives.

The constitutions which embodied these principles, however, did not apply beyond a nation's boundaries. Anarchy reigned, internationally. And might was right. Grotius sought to supply a brake. He summarized the accepted international usages applicable in international relations, and he pointed out what distinguished a just war from an unjust one. A body of international rules was developed in the succeeding centuries, but unfortunately they have not been accompanied by the growth of adequate political means to compel the sovereign nations to observe



them. What diplomacy could not settle, war had to. This international situation is similar to the earlier intra-national situation when legal means did not exist or were too weak to compel rulers to respect individual rights.

By the nineteenth century there was a pretty well-defined notion of a political and international order. It was the outgrowth of movements, during more than twenty centuries, toward locating and defining ethical values and legal principles generally acceptable as "ideal standards for measuring the advance or decline of civilization." This civilized order has become weak since World War I and seems to be collapsing. Economic ills, imperialistic competitions, and other causes, including the actions of men like Hitler, contribute to the collapse.

Now the Hitlers are renouncing even the virtues of the old order and are proclaiming a new order which is to be attained by giving up every assumption and procedure ever used hitherto to reach a new and better order of society. They base their order upon the assumption that justice means the right of the stronger and the subordination of reason to will. They declare force and chicane to be right, and they use individuals and the search for truth merely as a means to their immediate political ends. Law becomes nothing more than the leader's decree, with force as its sanction. There are favors, but there are no rights. Diplomacy is merely strategy, treaties are only instruments of deception, and war instead of being a last resort for settling disputes becomes a part of "total" policy and an end in itself." The leader himself is bound by no rules. He may start war without warning and wage it without restraint. The distinction between civilian population and the armed forces disappears. All the people of a nation are "softened up" and whole communities are wiped out. Victory proves the right and the justice of the victor and the inferiority and the evil of the conquered.

What do these things prove? Do they prove that the mission of a superior race is being fulfilled? Or that the dialectic of history is being realized? Does history prove that class conflict is law? Have faith in reason, good will, and Christian pity undermined the democratic order? Can a better order be built on egoistic impulse and ruthless efficiency? No. History shows that no permanent order has ever been built upon armed force directed by irresponsible will. A permanent order requires law and custom, tradition and popular assent. Can Hitler be an exception?

#### NEW ANGLES IN AMERICAN DEFENSE

Professor Eugene Staley of the Fletcher School of Law and Diplomacy drew attention to several facts not usually noted, in the leading article of *Foreign Affairs* for April, on "The Myth of the Continents." He questioned whether we can achieve continental

solidarity, unity, and isolation and even questioned whether continental or hemisphere grouping is the natural one, politically and economically. The British Commonwealth of Nations is a shining example of a maritime, not a continental, grouping. Economically and culturally, Latin America hitherto has been tied more closely to Europe than to us. Geographically, the regions below equatorial Brazil—below "the bulge"—are closer to Gibraltar and Africa than to us. Manchukuo is closer than Buenos Aires.

Whoever wins the present war, larger politico-economic units will very likely replace most of our small, sovereign, national states. But those units are more apt to be maritime groupings than continental. Land, all too often, interposes worse barriers than the sea, to travel, to transport, and to communication—barriers in the form of deserts, swamps, jungles, and mountains. The sea connects. The growing volume of air traffic points to the lessening importance of geographical barriers.

Maritime transport is much cheaper than overland. All the South American and practically all the Central American countries are overseas to us, for travel and for transport. Continental defense for us in this hemisphere is largely maritime defense. Dakar and Gibraltar are nearer Rio and Buenos Aires than we are. Suppose an enemy dominated the Atlantic, as the British navy now does. Suppose all Europe becomes nazi. Could we compete successfully in naval construction and airplanes with such a Europe, aided by Japan at least? Could we prevent South America below "the bulge" from succumbing to nazi control? Could we prevent gradual penetration northward, by the nazi, to the Panama Canal and Central America? We could, only if we had our bases, naval and air, fully established throughout the hemisphere first.

The defense of this hemisphere, argues Professor Staley, is a maritime problem and not a continental one. Actually, moreover, most of South America is farther away from us than northern Africa and southwestern Europe. Consequently we need to control sea and air bases throughout the hemisphere in sufficient strength to prevent an enemy from getting a foothold. To what extent is it true that the nazis already have their footholds in Latin America and are winning supporters through fifth-column tactics? Essential to us is the Anglo-American control of the seas. Our defense system must go beyond the geographical limits of the American continents, for once a really strong enemy controls the seas our situation is precarious.

A nazi-controlled ocean might force us to withdraw from the regions where we now go for tin, rubber, tea, coffee. Even now, our products compete more often with those of Latin America than theirs do with European. We do not want Argentine foodstuffs in trade for our machinery. Argentina sells

them to Britain and pays for our machines, while Britain pays Argentina with money received from us for our purchases of tin and rubber—the familiar three-cornered trade. A nazi-controlled ocean might force us to seek ersatz materials, in self defense.

A compact area may have more trouble with an enemy than a so-called diffuse, vulnerable area, like the British Empire. The diffuse area has this advantage. If it can act in time, its favorable location in all the seas makes it possible to nip threats to its safety. Britain is already there, as long as she controls the seaways. Diffuse empires are not more vulnerable, nor are compact ones necessarily easier to defend. The present war exemplifies that. Professor Staley concludes that: "It is less risky to stand now for all-out defense, together with Britain, of the seas and strong points commanding the seas of the whole world—Singapore, Hawaii, Panama, Gibraltar, Suez, and Britain itself—than to let Britain go down and then try to defend the Western Hemisphere practically alone."

#### SCHOOL STILL A PLACE OF LEARNING

Principal Merrill F. Norlin of the Lexington (Mass.) Junior High School reminds us that we have lost sight of the place of the school in its setting among its fellow social institutions and have therefore accepted unwarranted criticisms. In "The Verdict Is Not Unanimous" (*The Clearing House* for March) he recalls to our minds the fact that "the American public high school was created as an institution of learning" and it has never lost that primary function. It is true that the changes in American life have led the school to share responsibility with the home, the church, and business for training in character, in vocations, and in citizenship. But the school, surely, does not have the main responsibility. The high school should not be expected to assume the blame "for all the social and civic attitudes and actions of boys and girls who are also the products of the street gang, the insidious movie, the perverted literature, the rotten political regimes, and the broken home morale." In fact, the school deserves credit rather than criticism for what it has accomplished in the face of such community obstacles. What we need is more and continuous coöperation between the school and other social agencies engaged in the education of youth for worthy membership in the life of the American community, in the fields of education beyond those for which the school was founded and for which it alone is responsible.

We are weak in concrete procedures for such coöperation. Why cannot teachers take the leadership in bringing together the agencies concerned with fitting our youth to and for life today? How else, unless coöperatively, can those agencies learn how to handle their joint responsibilities to and for youth?

#### EDUCATIONAL DEVELOPMENT, 1940

Professor Carter V. Good's fourth annual review of "Educational Progress During the Year 1940" was printed in the March 15 number of *School and Society*. Professor Good listed twenty issues of the year, under five heads: Democratic Society and Public Education, Education and the Emergencies of National Defense, Youth Problems and Curriculum, Appraisal and Implementation, and Teacher Education.

The review named the important committees and other groups that worked on these problems during the year, listed and commented briefly upon their published results, and took stock of the year's activity. Perhaps more than any year, 1940 was a time for searching out ways for teaching democracy and for practicing it in school situations, for seeking ways to aid defense and to deal more adequately with youth who were out of work and out of school, for evaluating the contributions of the school to the younger generation and to society, and for re-studying the problems of teacher education.

Professor Good concluded with a few observations on "The Social Role of Science and of the Man of Knowledge." He stressed the need for recognizing the social responsibilities of scientists and research workers. Such men are not merely technicians and specialists. Their work has social consequences of the widest reach, as modern warfare illustrates. Biological and social sciences, less profitable in a monetary way than the physical sciences, have been starved. Socially beneficial applications can be made of the studies in social science fields. We need to invest all scientific work with social understanding and direct its results to the improvement of society. "On the proper relation of science, technology, philosophy, education, and society depend the welfare and even the very existence of science, social institutions, and mankind."

#### INFORMATION EXCHANGE

How often teachers ask: "How can I find out just what other schools are doing and how they are doing it?" To answer this question the United States Office of Education has organized an Information Exchange on Education and National Defense. The exchange receives materials from educational and civic organizations and from individuals, in schools and out, and loans them to officials of educational institutions, civic groups, and individuals. In this way, what is going on in one locality can be known in others.

The exchange is assembling materials in original form and in reproductions, digests, bibliographies, etc. An annotated catalogue of the various kits, books and folders, available through the exchange, is being prepared for general distribution. Thus new courses of study, plans, types of organization, and related first-hand materials from the places originating them

will be at the disposal of interested people, on a loan basis. There will be no fee for the services of the exchange. Further details may be secured from the Information Exchange, U. S. Office of Education, Federal Security Agency, Washington, D.C.

#### STUDY OF COMMUNITIES

The increasing stress laid upon the importance, for schools, of knowing and using the community makes very valuable the excellent exposition by Professor Edmund deS. Brunner of Teachers College, Columbia University, of "How to Study a Community," which appeared as the leading article in the March issue of *Teachers College Record*. Professor Brunner's article is a very practical one. He answers concretely such questions as: What Census data are available about any community and how may they be secured? Similarly, what historical data are obtainable? What data concerning religious denominations, family life, health and recreation, housing, and economic conditions? The bibliographical information, showing what kinds of data are obtainable from national, state, and local agencies—public and private—is especially helpful. Dr. Brunner concludes with references to materials useful in making a community survey. His article is one which teachers will want to keep handy.

#### ABOLISH THE ELECTORAL COLLEGE

On January 31 of this year Senator Lodge of Massachusetts introduced a resolution in the Senate proposing an amendment abolishing the electoral college, with the proviso that, if not ratified by three-fourths of the states within seven years, it shall be inoperative. His proposed amendment gave in detail a method for electing the President and the Vice-President by the direct vote of the people of the United States, in elections held simultaneously in the several states.

In the March issue of *Congressional Digest* this subject was ably explained and the question, "Should the Electoral College Be Abolished?" was debated. The story was told of how the electoral college, under the provisions of the Constitution, was set up and how it operates. The stenographic account of the meeting of Congress on January 6, 1941, to count the 1940 electoral votes, was reproduced from *The Congressional Record*. Such a detailed account of this procedure is rarely available to high-school students.

The history of the efforts to abolish the college in recent years was narrated and the speeches of senators on this question, pro and con, were quoted. Classes in government will find this whole discussion interesting and valuable.

#### CHEMURGY AND CONSERVATION

Personal Growth Leaflet Number 76, on *Chemurgy and Conservation*, recently issued by the National Education Association (1201 Sixteenth Street

N.W., Washington, D.C.), was printed in the March issue of *The Journal* of the N.E.A. Prepared by Vernon Carter, supervisor of conservation education in the schools of Zanesville (Ohio), it explains how chemurgy—chemistry at work—is aiding the work of conserving our resources and names many materials of everyday use which are being developed from such things as soy beans, slash pine, waste wood, and milk casein. Farming to supply industrial needs seems to be on its way to equality in importance with farming to supply foodstuffs. Mr. Carter's brief exposition is as useful for the classroom as it is meaty.

#### RUGG

The widespread attacks on "the Rugg books" make very pertinent Professor Harold Rugg's own views of the textbook controversy which he presented in the March number of the *Teachers College Record*. Writing on "Education and Social Hysteria," Dr. Rugg stated what his books were designed to do for school children and why, and reviews the history of the attacks upon them, as an example of social hysteria.

This phenomenon, far from new, Professor Rugg described in terms of the cases of such hysteria since 1919, commonly recalled in the Red scares and the Klan hysteria. He was careful to show just how hysteria is fomented, naming newspapers, organizations, and other agencies which have engaged in such activity, for one or another reason, and he pointed out their methods and procedures and the social factors which contributed to their success.

#### HISTORY IN COMICS

In April there appeared the first issue of *True Comics*, a bi-monthly publication of The Parents' Institute, Inc., publishers of *Parents' Magazine*. Fighting fire with fire, *True Comics* offers teachers and parents stirring tales from actual history, in form as appealing to their children as the lurid and impossible stuff now being sold so widely to the youth of the nation. The first issue gave pictured biographies of such men as Churchill, Bolivar, and George Rogers Clark, described air and submarine warfare, told how the Marathon race got its name, and depicted the conquest of yellow fever. *True Comics*, while colorful, is not lurid like the so-called comics, and is more restrained and better drawn. Hendrik Van Loon himself drew the pictures for his story of how Barents Sea got its name. The magazine, necessarily one of action, has the blessing of all who fear the evil consequences of the fantastic "comics," laden with crime and sex, which are being sold at the rate of more than ten million per month.

#### CURRENT EVENTS

Announcement by the School of Education of New



York University that a course on the teaching of current events will be offered at the 1941 Summer Session is most timely in the light of the present discussion as to the place of controversial questions in the classroom. For upwards of forty years, elementary and high schools have been giving considerable attention to the teaching of current events, but no institution preparing teachers for service in the classroom has heretofore devoted a full course to a consideration of the most effective methods and the proper content for such a course. The course will be taught by Professor Reginald Stevens Kimball, an instructor in the Social Studies Department. It will be offered daily, from 11:00 to 1:00, from July 1 to August 8, and will carry four points of credit.

#### MEETINGS

At the March meeting of the Long Island Social Studies Teachers Association, Miss Mildred McChesney, Director of Social Studies of New York State, discussed "Developing Local Courses of Study for the New York State Program in Social Studies," in connection with the new social studies curriculum. The new course, suggested for grades six to twelve, is functional in character and integrates history, geography, economics and sociology. Local courses, within the state framework, are urged and bulletins are being issued to help in coping with the problem.

At the meeting of the association on May 22, Dr. F. Dean McClusky of Scarborough-on-Hudson will speak on visual education in relation to the social studies. Mr. Robert Reid, Malverne High School, Malverne, N.Y., president of the association, is in charge of the meetings.

Of his own volition, just one hundred years ago this August, the Boston shoemaker, John Augustus, took under his care and rehabilitated the first probationer. Continuing almost until the Civil War, in the face of much opposition, he worked voluntarily and successfully with some 2,000 defendants. With Chief Justice Charles Evans Hughes as its honorary chairman, the John Augustus Centennial Committee is commemorating the centennial of the probation movement. The focal point of the program will be the National Probation Association's annual conference in Boston on May 29-31, at the Hotel Statler. This conference will develop the historical aspects of the probation movement, weigh its present status, and define future requirements for growth and improvement. Press, radio, and motion pictures will bring to the nation the story of John Augustus and his work. Suitable programs are worked out for use in local communities. Address inquiries about any phase of this celebration to the National Probation Association, 1790 Broadway, New York City.

"Strengthening America at Home and Abroad" is the theme of the Summer Institute for Social Progress which extends a special invitation to teachers to attend. Following the convention of the National Education Association in Boston, the conference will be held July 5-19 on the campus of Wellesley College on Lake Waban, Massachusetts.

The foreign policy of the United States and its chief domestic problems will be discussed under leading economists and teachers of political science from both the East and the West. The atmosphere of the institute is informal. Address inquiries to Dorothy P. Hill, Director, 22 Oakland Place, Buffalo, New York.

## Book Reviews and Book Notes

EDITED by RICHARD HEINDEL

*Fellow in History, Library of Congress, Washington, D.C.*

*Western America: The Exploration, Settlement, and Development of the Region Beyond the Mississippi.* By L. R. Hafen and C. C. Rister. New York: Prentice-Hall, Inc., 1941. Pp. xxiv, 698. Illustrated. \$4.65.

This text is the first general historical survey devoted exclusively to the region west of the Mississippi. Its authors, Professors Hafen and Rister, have unquestioned competence in the field; each has earlier demonstrated his historical diligence and acumen by well recognized monographic productions. *Western America* bears further testimony both to their knowledge and to their accuracy.

The present book follows the general trail of western histories as pioneered by such men as Turner and Paxson. The emphasis is on exploration, population movements, Indian relations, political developments and pioneer industries. Lesser attention is devoted to such factors as clothes, utensils, religion and education, as well as to more mature economic enterprises, although these elements are by no means omitted. The pictures and maps are very good, even though the map on page 535 incorrectly shows the Great Northern as completed in 1885.

While presumably the territory under consideration is the region west of the Mississippi, the authors do

not try very hard to stay within their self-imposed limits. Their problem is exceedingly difficult since the middle of a river valley is not really a point of division in the development of institutions, and many of the factors with which they are concerned had remote origins. The result is four chapters devoted exclusively to more eastern areas and other scattered discussions, a quarter of the book being devoted to material outside the scope of the title.

In time, the book emphasizes the earlier periods, particularly because of the very considerable concern with explorations. About two-thirds of the text concerns the period before 1865. There is little effort made to carry the development of the West to date, as might have been expected from the title. With but a few exceptions the book is concerned entirely with the advance of the frontier, and drops the story when the frontier comes to an end.

The most obvious drawback of the book—at least to this reviewer—is its very considerable amounts of detail, including unimportant incidents, names and dates. They make a brave display in the thirty pages of excellent index, but are western students more factually minded than eastern? One can open the book at random and his eye falls on such items as the Turtle Bayou Resolution, the plan of Cuernavaca, Antonio, Tenorio, James W. Robinson, Branch T. Archer, Colonel Ugartechea, to mention but a few. All of which seems a trifle intimidating. Incidentally the chapter reading lists seem to have been compiled in some confusion as to whether they were designed as supplementary readings, to help the specialist or to exhibit the learning and diligence of the authors.

For every teacher of western history this book will be a great help, since it packs a great amount of accurate information between its two covers. For its authors, it should demonstrate once more their grasp of their subject. For the general reader it will prove pretty heavy going, with few alleviating bits of insight and generalization. For the undergraduate student the reviewer feels it to be somewhat stern diet, and then hastens to hope that he is wrong, particularly because he has found the book personally useful and recognizes fully the immense amount of careful and intelligent work that has gone into its preparation.

ROBERT E. RIEGEL

Dartmouth College  
Hanover, New Hampshire

*Insurgency: Personalities and Politics of the Taft Era.*  
By Kenneth W. Hechler. New York: Columbia  
University Press, 1940. Pp. 252. \$3.60.

This slender volume is exceptional in at least three respects. It has an engaging quality seldom found in dissertations involving a tremendous amount of industry. The student obviously worked upon his sub-

ject with boundless enthusiasm and wrote up his findings with keen relish. The result is a lively narrative, peppered with adjectives and adverbs not always exact in meaning or accurate in application but in every instance demonstrating one of the most important aspects of historical writing—its subjective quality. This is of high significance in attempting an understanding of the insurgent movement.

A second rare attribute here found, is the use of an accurate subtitle. Defining the Taftian episode as a Washington effort at "balancing the scales which had been weighted against agrarian interests" (p. 24)—as distinguished from the broader, nationwide, progressive urge for social responsibility—the author presents in rapid sequence political moves made by personalities involved in the struggles over the Payne-Aldrich tariff, conservation, postal-savings-banks, income tax, and the Mann-Elkins railroad Act.

Thirdly, although present canons prescribe brief dissertations preferably, here is one case in which readers may well wish the author might have had a larger printing appropriation. This probably would have permitted him to pass on to us less fragmentary accounts of the three contests for which he has the least room:—the railroad, conservation and income tax fights. If there had been less pressure to get the dissertation into print, there doubtless would have been time to place the Payne-Aldrich technique more nearly in historical perspective; and also to differentiate more clearly between moral principles and regional politics.

On a few points in this excellent study queries may be raised. Was it the G.A.R. (p. 17), or a rising agricultural market, which made Iowa, Minnesota and Wisconsin go Republican in 1896? Is it not questionable whether the Payne-Aldrich and League of Nations debates were equally far-reaching in consequences? (p. 99) The assertion concerning Canadian Reciprocity: "Had the agreement been framed more deftly, it would have met the support of the insurgents and possibly reunited the party" (p. 178) is thrown into serious question by the accompanying explanation of that clash. Furthermore, the evidence presented on Republican schism before 1911 throws doubt on the claim that Canadian Reciprocity did the most to disorganize the party (p. 186).

Students of recent American history are much indebted to Mr. Hechler for his contribution to the understanding of the personalities and politics of this insurgent movement. While he does not so state precisely, his evidence reinforces the conviction that the fundamental weakness of the Insurgents was their assumption that only the *leadership* of the Republican party needed to be changed to divest that party of its economic affiliations.

JEANNETTE P. NICHOLS  
Swarthmore, Pennsylvania

## GROWING IN CITIZENSHIP

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### *The American Impact on Great Britain, 1898-1914.*

By Richard Heathcote Heindel. Philadelphia: The University of Pennsylvania Press, 1940. Pp. 439. \$4.50.

Dr. Heindel draws a clear distinction between the words impact and influence. The impact of the United States upon Great Britain refers, under his definition, to three things: "(1) the knowledge of or interest in the United States, (2) the opinions and attitudes about it, and (3) the imitations, modifications or use of the American example." The first two of these categories, contacts but not necessarily influences, constitute by far the greater part of his study. Specific items in the third category, things that were the direct results of the contacts, are at times not clearly discernible in his treatise, or have to be sought out with considerable effort. At first, therefore, the reader of this volume, attracted by its title, may have a feeling of disappointment, for if he asks himself just what the impact was he may not be able to formulate a very clear statement of it. But to magnify this disappointment into a serious criticism would be unfair, for Dr. Heindel clearly shows that impact was not a series of sharply defined episodes or events which can be described in a few glib phrases. He has attempted with success to comprehend the impact as a whole and not to prove a thesis.

In the pursual of this endeavor Dr. Heindel has considered the avenues through which information concerning America reached England, the attitude of England toward American expansion in 1898, the attempts to build up Anglo-American friendship, the growth of trade rivalry, and the discussion in England of American political institutions, education, literature, and social development. He sought information on these subjects through personal contacts in England and through the examination of a prodigious amount of literature. The result is a work that is almost encyclopedic in character. Some of our journalists would have written a whole series of books and articles on the substance of such information, and would have launched upon a nation-wide lecture tour.

If one attempts to do what Dr. Heindel is wary of, it may be said that the influence of America was both positive and negative. Britain was somewhat alarmed at American expansion, but decided to consider her as an ally rather than an enemy. American industrialism was both praised and decried, but in the end imitated. Britain was little influenced by American political institutions, which were not always clearly understood, but the conservatives managed to secure more comfort from our example than the liberals. American education and literature did not greatly move Britain to imitation but the British



stage was considerably Americanized. Britain bought 9,000 copies of Bryce's *American Commonwealth*, and 250,000 copies of "Alexander's Rag Time Band." In general it is believed that America "altered British history in no small way," and that its "external history is a vital part of international history."

Dr. Heindel has produced a pioneer work of great significance, and other volumes in the series under the general title of the *United States in World History* will be looked forward to with impatience. With that hope in view three suggestions may be permitted: (1) that footnotes be placed where they everlastingly belong at the bottom of each page; (2) that a greater attempt be made to estimate specific influences, for the historical scholar should realize that the person who has made the well-rounded investigation is best equipped to arrive at conclusions; and if he fails to do this, lesser breeds will do it for him; and (3) that infinite care be lavished upon literary form, for this is a subject that cannot afford to be relegated to the dust of libraries and the seclusion of specialists.

RUHL J. BARTLETT

Tufts College

Medford, Massachusetts

*America's Last Chance.* By Albert Carr. New York: Thomas Y. Crowell Company, 1940. Pp. 328. \$2.75.

Having appreciated the artistry of performance in his *Juggernaut, The Path of Dictatorship* and being vitally interested in the creation of that dynamic will which is essential to the survival of democratic freedom, I intend to be enthusiastic about Albert Carr's *America's Last Chance*, for I am a bought-and-sold advocate of the application of this tough-minded thesis to the semantic "battle of 1776" that was waged in Congress.

Because of its scope, the book will meet the increasing demand of both layman and specialist who are interested in the analysis of the fundamental conflict between the totalitarian and democratic systems. It begins with a scholarly statement of "the problem," advances to an excellent discussion of "the American strategy," and concludes with a glance "toward the future." One interested in the dynamics of democratic action will be especially attracted by the author's thirty-two imperatives with respect to the strategic problems posed for America by contemporary *Realpolitik*. The facile style carries the burden of interpretation easily, and the book is enormously readable, "popular" in the best sense of the term.

In the literature of the national emergency, this book is assured a significant place, for its incisive and panoramic presentation of a definitive pattern for the grand design of American action is affirma-

tive, constructive, and provocative in every respect.  
C. N. Sisson

Coker College

Hartsville, South Carolina

*Parental Income and College Opportunities.* By Helen Bertha Goetsch. New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. 157. \$1.85.

Here is a rather detailed study which presents democracy with another one of its already multitudinous challenges. This particular challenge deals with how educational opportunity shall be made available for the vast majority of intellectually gifted young people. This is no straw man question for Dr. Goetsch points out, through her study of approximately one thousand Milwaukee public high school graduates, that a large number of our best minds are not going to college simply because of lack of money. In other words, the bright sons and daughters of the poor—and there are many of them—are increasingly being denied the right to develop their intellectual potentialities while mentally mediocre offspring of the well-to-do have educational opportunities in abundance.

To those who may be quick to claim that scholarships compensate for the lack of a family bank account, this report gives little support. For it reveals that, in Milwaukee at any rate, such scholarships are a mere drop in the bucket. Only one out of eight needy students is thus reached. Loans and employment likewise fall far short of meeting existing needs.

Dr. Goetsch concludes from her study that this situation means that "at present a college education is still an exceptional privilege reserved primarily for young people of wealthy parents," and that the lack of development of the many talented young people in our midst is sheer waste. She takes the position likewise that education is not really free in the United States today, and that it will not be so "until every young person can have as much schooling as his capacities warrant and his interests command."

F. MELVYN LAWSON

Sacramento Senior High School

Sacramento, California

*Discussion of Holidays in the Later Middle Ages.*

By Edith C. Rogers. New York: Columbia University Press, 1940. Pp. 147. \$1.50.

In five brief chapters closely packed with facts, Dr. Rogers presents the problem of the medieval holy day. Between 1200 and 1520 official ecclesiastical calendars decreed at least thirty-six holidays in addition to Sundays and the regional festivals of the different bishoprics. Thus about a fourth of each year was to be devoted to the veneration of saints

and to deeds of piety and mercy. Theoretically all labour for gain was to stop at these periods and permissible recreation was narrowly defined. The Church, however, made generous allowances for the carrying-on of work necessary for the maintenance of life and for the furtherance of religious practices. As religious indifference developed during the fourteenth and fifteenth centuries it is not surprising that the sanctity of holidays was violated and the leisure they afforded much abused. The cessation of useful work merely gave place to "tavern-haunting, dancing, gambling, swearing, plundering, quarreling, and all manner of evil pursuits." Protests were general. Authorities of Church and State advocated a reduction of the number of holidays and thence sincere observance thereof. But the customs of centuries yielded slowly to reform. Here is history for history's sake, carefully deduced from an impressive bibliography. As such it has intrinsic worth and as a study of the use of leisure it has contemporary significance.

GRACE FOX

Washington, D. C.

#### TEXTBOOKS AND OTHER TEACHING AIDS

*Historical Fiction and Other Reading References for Classes in Junior and Senior High Schools.* Compiled by Hannah Logasa. Philadelphia: McKinley Publishing Company, 1941. Pp.193. \$2.00.

Teachers and librarians will greet with interest and enthusiasm the third revised and enlarged edition of *Historical Fiction* compiled by Hannah Logasa, well-known Librarian of the University of Chicago High School. This work, which has proved so valuable in actual use, has progressed considerably since it was first issued in 1927. At that time it was a pamphlet of eighty-five pages which provided an annotated list of historical fiction, covering the United States, ancient times, and medieval and modern Europe.

The present volume is more than twice the size of the original. The scope of the work was enlarged to include interesting non-fiction in the second edition, and this policy has been continued. While 400 titles have been dropped, more than 1100 have been added. Arrangement is still chronological under country or epoch, and the section of stories is followed by a listing of biography, narrative and topical accounts. A selected list of source books constitutes the appendix.

The outstanding contribution to this revision is the inclusion of two units on Canada and Latin America. This particularly timely and happy addition will greatly enhance the usefulness of the work, and will provide supplementary material as well as fiction of good quality.

A subject index would add to the usefulness of this book. The author and title listing is excellent, but no effort has been made to indicate what stories deal in great part, for example, with animals, or with ships, or with rivers. Such an index would doubtless present difficulties in compilation, but would be of great assistance in the high school library. Another possible notation of value would be the indication of stories that appeal chiefly to girls and those which attract boys.

DOROTHY W. DRAKE

Penniman Library,  
University of Pennsylvania  
Philadelphia, Pennsylvania.

*The American Way of Life; A History.* By Harold Underwood Faulkner, Tyler Kepner, and Hall Bartlett. New York: Harper and Brothers, 1941. Pp. xviii, 738. \$2.20.

Designed for the student who does not plan to go to college, *The American Way of Life* presents the historical background of the democratic idea in the United States. In this way the story of the past is adapted to everyday interests and to preparing pupils for active citizenship.

The authors—one a college professor, the others heads of high school departments of history—selected ten major concepts which they consider basic to our present way of life and particularly significant to high school youth. For instance, one of these concepts deals with immigration during the two hundred and fifty years of our history.

Upon the foundation of these concepts, units have been organized. Only that material was selected which contributes to the understanding of the concept or main objective of each unit. All other information therefore has been rigidly excluded. This application of the unit principle marks a radical departure from conventional text-book usage. For example, medieval trade routes, although a fascinating study are irrelevant to the objectives of this book, and were consequently omitted. Harriet Beecher Stowe is mentioned in the bibliographical activities, but not in the text.

On the other hand, current material, not emphasized to the same extent in texts written for college preparatory pupils, deals with aviation, labor regulations, women's rights, outstanding contemporary artists and American literature.

Bibliographical references to the Presidents' wives reveal appreciation of current interests. The book is formally organized into ten units which are subdivided into chapters. Each chapter is introduced by an overview of six to thirteen lines, and concluded with pertinent historical vocabulary lists, questions entitled "Information Please," and a wide variety

of learning exercises, bibliographical suggestions and visual aids.

At the end of each unit, the important points are emphasized by the unit summary and summary exercises on the entire unit. Evidence of correlating history with art, music and literature occurs throughout the book.

Written in a dynamic style, the language of the book has been adapted especially to pupils with limited reading background and with reading difficulties. It is concrete and objective. The text is illustrated by a wealth of appropriate maps, charts, diagrams and graphs, and schematic drawings which have been especially prepared for this book by Mr. Emil Herlin of the *New York Times*. Undoubtedly, this book will be very useful to the student who is curious about his own environment.

ROSEBUD TESCHNER SOLIS-COHEN  
Philadelphia Pennsylvania

*Social Pathology*. By Stuart A. Queen and Jennette R. Gruener. Revised Edition. New York: Thomas Y. Crowell Company, 1940. Pp. 662. \$3.50.

This new text is organized around the concept of "social participation." It goes on the assumption that all individuals whose "social participation" is impaired through obstacles beyond their own control, whether emanating from physiological disabilities or from faults in the social structure, constitute proper subject matter for social pathology. The following topics are treated: senescence, orthopedic impairments, sensory defects, chronic illnesses, contagious diseases, venereal diseases, mental disorders, mental deficiency, economic deprivation, transiency, limited schooling, race prejudice, class barriers, illegitimacy, imprisonment, alcoholism, drug addiction, divorce, child labor and, a curious finale, the "gainful employment of women."

The treatment consists essentially of two types of materials. First, presentation of the available statistical data on distribution of the handicapped individuals, and exposition of administrative measures and policies followed in their treatment. Second, there are a wealth of case histories describing typical variants under each category.

The authors appear to have brought together a quantity of useful information about subjects which are conventionally treated as belonging in the area of social pathology. They cannot be said, however, to have integrated this material with any consistent, workable conceptual framework. They are unable to demonstrate that their basic concept, "social participation" has any meaning which can be translated into terms of social investigation. Do they mean the number of individuals with whom the handicapped come in contact? If so, it would scarcely be reasonable to

suppose that a delinquent boy, like Stanley, the jack-roller, had a lower degree of social participation than a staid and decorous housewife. Yet the one is "pathological" and the other "normal." Nor does the alcoholic who spends all day at the corner pub seem to rate lower in participation than the respectable teetotaler. Or is it perhaps the intensity, not the extensity, of participation which is involved? If so, how do we measure it? Even if we could measure it, is it not likely that the blind and deaf and so on, may frequently compensate for their sensory defects by a more intensive mode of social interaction than their unhandicapped associates? The *reductio ad absurdum* comes in a treatment of work as pathological for women but not for men.

What the authors seem to have in mind as pathological is any deviation from an inarticulate Utopia which appears to linger in their minds, a society in which there are no barriers of any sort of "participation," which is equally enjoyed by all. One consequence of this assumption is that any stratified society becomes pathological.

Despite this basic conceptual shortcoming of the book, it can certainly be used by students who may, indeed, only read the case histories and look over the statistical tables and come away enlightened.

E. Y. HARTSHORNE

Harvard University  
Cambridge, Massachusetts

*Social Disorganization*. By Mabel A. Elliott and Francis E. Merrill. Revised Edition. New York: Harper and Brothers, 1941. Pp. xv, 1086. \$3.75.

The first edition of this book provided a new kind of textbook in social pathology, and was used in the classrooms of various colleges and universities. The new edition retains the most important characteristic of the earlier volume—its approach to the study of social problems from the point of view of the processes underlying social and individual disorganization. Social pathology is interpreted from the point of view of social interaction and social relationships, and treated from the point of view of scientific sociology.

In this new edition all material has been brought up-to-date and much of it has been greatly expanded. A new and important section, on World Disorganization, has been added, in which the disorganized character of world relationships is analyzed in terms of totalitarian world revolution and its manifestations in World War II.

The book is well organized. The introduction gives the concept of social organization and then the concept of social disorganization. Part II considers individual disorganization, Part III family disorganization, Part IV community disorganization, and Part V world disorganization.



Of this book it may be said that one can forget he is a teacher and read it for enjoyment, an unusual compliment to pay to a textbook. Most readers will enjoy the three chapters on the concept of family disorganization, the changing family, and the romantic fallacy. For teachers of civics, economic citizenship, social problems, or economics, several of the chapters will furnish an ample amount of data to be used in planning lessons. The three chapters on Women and Children in Industry, and Unemployment, are scholarly and should provide much discussion material for the classroom. The authors do not evade issues, witness the chapters on Sex Offenders and Prostitution.

All who value a democratic way of life should become aware of the forces within a peaceful society that make for its disorganization. As a source of information and a statement of principle, this book is a contribution.

HAROLD GLUCK

William Howard Taft High School  
New York, N. Y.

*Pennsylvania—The Story of a Commonwealth.* By Robert Fortenbaugh and H. James Tarman. Harrisburg: Pennsylvania Book Service, 1940. Pp. 621. Illustrated. \$2.24.

The authors of this book are to be congratulated on the conscientious thoroughness of their work and the capable organization of their material. The story has been compressed into five units covering the period from 1609 to 1939. The first three units are chronological in treatment while Units IV and V are general or survey types.

Certain features will commend this book. The print is clear. The sentences are not involved or complex. An introduction explaining the basic geographic facts concerning present day Pennsylvania is both sensible and usable. At the end of each unit, summaries labeled: "Events, Facts, and Dates to Be Remembered," serve to clarify and condense chapter content. The page which prefaces each unit has interesting poetic quotations. The careful research done by the authors is most evident in the general bibliography with its special features.

Young people studying this text may be confused by the very wealth of information. Certainly only very able students could cover this course in one semester and then only at the tenth or eleventh grade level. There are too many words and terms to be learned, often of particular or specialized connotation. Many of the suggested projects and activities are impractical. The illustrations are infrequent and uninteresting. Many maps have neither place names nor legible legends. Statistics lose force by consecutive listing rather than arrangement in tables or graphs.

Throughout this entire volume there is commendable and timely emphasis on intelligent and loyal citizenship, on patriotism and on the principles of democracy. Though a Pennsylvania "Booster" might long for something more than mere nonpartisan narration, this work is sound, comprehensive and fair.

LOUISE SIGMUND

Girard College  
Philadelphia, Pennsylvania

*The American Primer.* By Dorsha Hayes. New York: Alliance Book Corporation, 1941. Pp. 133. \$1.50.

What does a thoughtful American mean by "democracy?" The answer—deeply sincere, comprehensive, yet concise—in *The American Primer* embraces the aims, the achievements and the unique blessings characteristic of our great country. Miss Hayes' sustained ability to present complicated ideas in simple language, accurately and fairly, compels the reader's admiration. Emphasizing freedom, progress and fundamental decency in the American pattern, *The American Primer*, by its freshness and vitality fulfills a very important contemporary need. The large, heavy type and the flat finished paper deserve special commendation.

ROSEBUD TESCHNER SOLIS-COHEN

Philadelphia, Pennsylvania

*The Way of Life Series.* Edited by Eric Bender and Walter P. Webb. Evanston, Ill.: Row, Peterson and Company, 1941. Illustrated. 23 vols. \$.98 each.

The publishers are to be congratulated on these excellent additions to their new Unitext Program. Each of these books, by competent authorities with pertinent illustrations, tells the story of an occupation, an industry, a profession, or a social phase, or an historical period. These books amplify the situations learned from other texts and can be used in a variety of ways—as collateral reading in the social studies or for vocational guidance. The vocabulary has been kept to the seventh grade-level. It is impossible to list here all of the subjects covered—and more are coming—but David Cushman Coyle on the Tennessee Valley, Raymond Ditmars on the animal kingdom, Lewis E. Lawes on penitentiary life, Lucille Fargo on libraries should give some hint as to the high quality and usefulness of these attractive volumes, even for just plain reading.

*Students' Exercise Book in Junior Business Training.* By Raymond C. Goodfellow. New York: The Macmillan Company, 1940. \$.60.

This exercise book was designed to be used with the textbook. *The Fundamentals of Business Train-*

ing. It is constructed on the principle of the "job" idea and the jobs included are those designed to be of use to the student in his daily life at home, in school, in his club, in his after-school work, and in his community life. The problems presented can be answered from material in the textbook or from information from various outside sources, such as visits to the local telephone exchange or local bank. If one uses this specific textbook and believes in the use of an exercise book, this one will help much in teaching.

*My Country 'Tis of Thee: The Use and Abuse of Natural Resources.* By Lucy S. Mitchell, E. Bowman and Mary Philips. New York: The Macmillan Company, 1940. Pp. xv, 335. Illustrated. \$3.50.

This book is more than a high school text; it is a work as the authors tell us, "for anyone not too young to think and not too old to feel." The social sciences have taught for years the importance to our national well being of soil, of coal and of oil, but here the instruction stops. This work goes behind the scenes and captures the living, pulsating, everyday hopes and desires of the people who develop and guide our natural resources.

The authors have arranged the book in three main sections—soil, coal and oil—and a concluding chapter. The opening chapter deals with our natural resources as we find them today, evoking many interesting questions. The remaining chapters take up the history of each separate problem and bring each up to date. The concluding chapter ties all these facts together with an attempt to speculate as to the future of our natural resources.

The chapters dealing with the history of our agricultural development are very well done. While it is thoroughly treated, the section dealing with coal has one weak point. The coal miner is pictured by the authors as the most oppressed of our laboring group. True, he has felt the hard hand of capitalism, yet other groups have suffered to the same extent through the years. This one fault might well be cited for the book in general. It is a dreary picture that is painted for a country that has come a long way in the development of its natural resources.

In summing up this book, it would not be amiss to say that it contains explanations of many important facts more or less taken for granted by teachers of the social sciences. It is a work that is necessary for a complete understanding of an important, often neglected, phase of our history. The illustrations are well-chosen. Although the combined work of the authors is not a text, it is a compact, readily accessible handbook on our natural resources.

JAMES J. FLYNN

Bishop Loughlin High School  
Brooklyn, New York

#### CURRENT PUBLICATIONS RECEIVED

*Vanguards of the Frontier.* By Everett Dick. New York: D. Appleton-Century Company, 1941. Pp. xvi, 574. Illustrated. \$5.00.

A social history of the Northern Plains and Rocky Mountains from the earliest white contacts to the homemaker.

*West of the River.* By Dorothy Gardiner. New York: Thomas Y. Crowell Company, 1941. Pp. vi, 347. Illustrated. \$3.50.

The biography of the Missouri, the history of the vast country to the west of it, and the stories of the men who lived there.

*Toward Freedom: The Autobiography of Jawaharlal Nehru.* New York: The John Day Company, 1941. Pp. xvii, 445. Illustrated. \$4.00.

A significant story of India's great leader and democrat, usually in prison. Nehru's position is that the cause of democracy everywhere would be vitally strengthened if Britain would recognize India's right to democracy. Recommended.

*When the World Was Young.* By Martha McBride Morrel. Boston: Houghton Mifflin Company, 1941. Pp. xvi, 252. Illustrated. \$3.00.

A well-written story of the earth from the beginning down to historic man.

*Camp Morton, 1861-1865, Indianapolis Prison Camp.* By H. L. Winslow and J. R. H. Moore. Indianapolis: Indiana Historical Society, 1940. Pp. 229-383. Paper, \$.75, cloth, \$1.75.

A useful addition to Civil War chronicles.

*The German Election of 1907.* By George D. Crothers. New York: Columbia University Press, 1941. Pp. 277. \$3.00.

Important, because these elections are taken to mark the triumph of German nationalist and expansionist policies.

*Forty Years with the Russians.* By Ethan T. Colton. New York: Association Press, 1940. Pp. 192. \$2.00.

A rich, human document on the work of the Y.M.C.A. Contains sections on war and famine work and among the Russian dispersion.

*Our Contemporary Composers: American Music in the Twentieth Century.* By John T. Howard, assisted by A. Mendel. New York: Thomas Y. Crowell Company, 1941. Pp. xv, 447. Illustrated. \$3.50.

An outstanding authority discusses American music since 1900, including nationalist trends, foreign influence, and jazz. Can be used for some collateral reading and as a reference volume.

*Toward a Philosophy of History.* By Jose Ortega y Gasset. New York: W. W. Norton and Company, Inc., 1941. Pp. 273. \$2.75.

A book of five parts containing the Spanish philosopher's highly original interpretations of history and the characteristics of Argentina. He argues that the warrior created the state, that Europe's great secret is the variety of situations, that man has no nature, only history. He examines the impasse in technology. Stimulating.

*Modern Europe.* By Clarence Perkins, C. H. Materson, and R. I. Lovell. New York: Prentice-Hall, Inc., 1941. Pp. xiii, 717-1174. \$3.00.

Reprinted from *The Development of European Civilization*. From 1789.

*Papers and Proceedings of the 53rd Annual Meeting of the American Economic Association.* Menasha, Wisconsin: American Economics Association, 1941. Pp. xi, 458. \$1.25.

Includes discussions of the monetary system, agriculture, private investment, unemployment, war economics, and price policy.

*Laboratory Study of Current Social Issues.* By A. W. S. Little, S. H. Patterson, and H. R. Burch. New York: The Macmillan Company, 1941. Pp. 301.

This study guide will be found useful in giving unity and coherence to courses in which many and varied books are used instead of a single basal text. Guides to pamphlets also included.

*Youth, Family, and Education.* By Joseph K. Folsom. Washington, D.C.: American Council on Education, 1941. Pp. xv, 299. \$1.75.

An excellent study on the relation and integration of education and family living prepared for the American Youth Commission. Controversies are carefully treated.

*Federal Departmentalization: a Critique of Theories of Organization.* By Schuyler C. Wallace. New York: Columbia University Press, 1941. Pp. ix, 251. \$2.75.

Analytical and critical study. Stresses the limitation of scientific methods in public administration.

*The Coal Industry; a Study in Social Control.* By Glen L. Parker. Washington, D.C.: American Council on Public Affairs, 1940. Pp. iii, 197. Paper, \$2.50.

Detailed study of the industry, its labor, major problems of regulation, and of key court decisions. Concerned primarily with the bituminous coal situation which has been one of the most chaotic industries.

*Economics of W. S. Jevons.* By E. W. Eckard. Washington, D.C.: American Council on Public Affairs, 1940. Pp. 113. Paper, \$2.00.

An evaluation of Jevons' contribution to economics, particularly in the evolution of theories of value, distribution, and capital, and to the use of statistical research.

*The American Labor Press; an Annotated Bibliography.* Washington, D.C.: American Council on Public Affairs, 1940. Pp. vii, 120. Paper, \$2.00.

Essential information on 676 labor publications; concerned solely with the existing press. Compiled by WPA project.

*Organized Anti-Semitism in America.* By Donald S. Strong. Washington, D.C.: American Council on Public Affairs, 1941. Pp. iv, 191. Paper, \$2.50.

Commendable study of the rise of group prejudice during the decade 1930-40.

*The Decline of French Democracy; the Beginning of National Disintegration.* By Mary E. Weyer. Washington, D.C.: American Council on Public Affairs, 1940. Pp. vi, 73. Paper, \$1.00.

Very useful account of the France of 1914; the force of the "ineradicable individualism" of French politicians.

*J. Laurence Laughlin; Chapters in the Career of an Economist.* By Alfred Bornemann. Washington, D.C.: American Council on Public Affairs, 1940. Pp. ix, 95. Paper, \$2.00.

Study of an economist important in the teaching of economics and in monetary and banking reform.

*The Battle for Municipal Reform; Mobilization and Attack, 1875 to 1900.* By Clifford W. Patton. Washington, D.C.: American Council on Public Affairs, 1940. Pp. 91. Paper, \$1.50.

Helpful analysis of an interesting phase of urban history, especially the accomplishments of the crusade of the 1890's which paved the way for later municipal reforms and leaders.

*Government Spending and Economic Expansion.* By Arthur E. Burns and D. S. Watson. Washington, D.C.: American Council on Public Affairs, 1940. Pp. vi, 175. Paper, \$2.00.

Review of main issues to show how government spending came into being and how it has developed as a policy. Non-technical.

*Patterns of Workers' Education; the Story of the Bryn Mawr Summer School.* By Florence H. Schnei-



der. Washington, D.C.: American Council on Public Affairs, 1941. Pp. 158. Paper, \$2.00.

A clear story of the school started for women workers in 1921 as a distinctive milestone in educational progress.

*Constitutional Chaff: Rejected Suggestions of the Constitutional Convention of 1787 with Explanatory Argument.* Compiled by Jane Butzner. New York: Columbia University Press, 1941. Pp. 197. \$2.25.

Instructive aid for understanding the compromises, largely from the notes of Madison, Major William Pierce, Dr. James McHenry, Rufus King and Robert Yates. Could be used as stimulating collateral reading.

*The American Way of Life; a History.* By Harold U. Faulkner, Tyler Kepner, and Hall Bartlett. New York: Harper and Brothers, 1941. Pp. xviii, 738. Illustrated. \$2.20.

A text for high schools emphasizing phases of history in ten units, the democratic ideal, and the historical perspective. Carefully written and illustrated.

*Americans.* By Webb Waldron. New York: The Greystone Press, 1941. Pp. 268. \$2.00.

A voyage of discovery to see how Americans are facing the present unpleasantness—with ingenuity and practical optimism.

*The American Primer.* By Dorsha Hayes. New York: Alliance Book Corporation, 1941. Pp. 133. \$1.50.

On relief, in spite of colonial ancestry, Miss Hayes pens a reminder of the aims and achievements of America.

*We Pledged Allegiance; a Librarian's intimate story of the United States Food Administration.* By Edith Guerrier. Stanford University: Stanford University Press, 1941. Pp. x, 170. \$2.50.

A timely account of food conservation work done during the World War. Some of the atmosphere of that hectic period is recaptured. No. I of the Miscellaneous Publications of the Hoover War Library.

*Technology and Society; the Influence of Machines in The United States.* By S. McKee Rosen and L. Rosen. New York: The Macmillan Company, 1941. Pp. xiv, 474. Illustrated. \$3.00.

A balanced study for students of the social studies, especially if it is recognized that technology offers one of the most revealing perspectives for viewing the social scene. Discusses the technologic base, economic, social, and political effects.

*Three Virginia Frontiers.* By Thomas P. Abernethy.

University, La.: Louisiana State University Press, 1940. Pp. xiii, 96. \$1.50.

The theory of American democracy as the product of the frontier is skillfully attacked by a study of the migration of early Virginians from Jamestown to the tidewater, piedmont, and transmontane regions of the Old Dominion. The frontier force is here affected by European tradition, land policy, etc.

*Ambassador Dodd's Diary, 1933-1938.* Edited by William E. Dodd, Jr., and Martha Dodd. New York: Harcourt, Brace and Company, 1941. Pp. xvi, 464. \$3.50.

A vitally important account of the former historian's sojourn in Berlin. Often corrosive, the memoirs compare well with similar productions to date, even though an account of failure.

*Memoirs of Jeremiah Curtin.* Edited by Joseph Schafer. Madison: State Historical Society of Wisconsin, 1940. Pp. ix, 925. \$3.00.

Rich travel notes on Russia and elsewhere by a famous linguist of the nineteenth century. Vol. II of the Wisconsin Biography Series.

*The Philosophy of Peirce; Selected Writings.* Edited by Justus Buchler. New York: Harcourt, Brace and Company, 1940. Pp. xvi, 386. \$3.50.

An important American philosopher, well illustrated by the best and most representative of his writings. Stimulating, even though Peirce never secured a regular teaching position.

*The Cultural Approach to History.* Edited by Caroline E. Ware. New York: Columbia University Press, 1940. Pp. ix, 359. Illustrated. \$3.50.

Useful selections and some rewriting of papers presented at the American Historical Association meetings, December, 1939. A demonstration of method, admittedly uneven. Six sections cover the techniques of cultural analysis, cultural groups, institutions, and change, the role of ideas, and sources for cultural history.

*History of the Arabs.* By Philip K. Hitti. London: Macmillan and Company, 1940. Pp. xix, 767. Illustrated. Second Edition, revised. \$7.00.

This standard text should be used to fill a notorious gap in most school libraries. The book closes with the end of Mamlūk rule.

*Essays in Modern English History in Honor of Wilbur Cortez Abbott.* Cambridge: Harvard University Press, 1941. Pp. xii, 404. \$3.50.

A collection of high quality, including essays on the election of 1715, Acadia, Madras in 1787, George III, New York in the Napoleonic Era, and mercantilism.